

Culturally and Linguistically Diverse Students' Perceptions of Out-of-School Pleasure
Reading during the Academic Year: A Mixed Methods Study

By

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A MIXED METHODS STUDY

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Abstract

The aim of this mixed methods study was to more fully understand the perceptions that seven culturally and linguistically diverse 3rd and 5th grade students and their parents hold regarding out-of-school pleasure reading during the academic school year and the out-of-school pleasure reading practices of the students. Data collected included semi-structured interviews with students, a parent interview, student reading logs, student and parent surveys, and field notes. Informed by socio-cultural theory and transactional reader response theory, five themes emerged from the student data: (1) students view themselves as responsible for choosing to pleasure read; (2) students view pleasure reading as an avenue for adding to their knowledge base; (3) students believe that several strong distractions and deterrents in the home hinder the amount of time students read for pleasure; (4) students desire more social interaction about texts they read for pleasure; and (5) students have experienced emotional responses to texts. Three themes emerged from parent data: (1) parents believe reading leads to success in school and better opportunities in the future but this belief system is inconsistently communicate this to their child; (2) parents want to learn more ways to encourage their child's pleasure reading; and (3) parents believe educators should share research regarding the benefits of pleasure reading. Implications include ways to support pleasure reading at home for culturally and linguistically diverse students, as well as guidance for parents.

Keywords: reading achievement, independent reading, reading for pleasure, home literacy environment, sociocultural theory, student perceptions, reader response transactional theory

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Chapter 1

Introduction

“Books saved my sanity, knowledge opened the locked places in me and taught me first how to survive and then how to soar.” (Gloria Anzaldúa, 1987, Preface)

While it is not known whether Anzaldúa was reading for pleasure, her quote portrays the power of reading and its personal fulfillment. As a cultural theorist and author, Anzaldúa’s work has influenced the fields of literacy studies and ethnic studies among others. Almost thirty years since the publication of the aforementioned quote, we are still trying understand the power of reading in the literacy lives of the young culturally and linguistically diverse (CLD) students who come from low socioeconomic backgrounds. One way to do this is to explore the literacy perceptions of parents because their insights influence their children’s beliefs about literacy (Neuman & Dickinson, 2011). Understanding the literacy perceptions of culturally and linguistically diverse families, how they see themselves and the world around them, as well as how others view them as readers, is particularly important for supporting CLD students.

Given the increasing number of diverse students in United States schools, it is vital that educators, administrators, and researchers understand the ways diverse populations perceive literacy. Students’ perceptions of literacy begin at home and research suggests cultural and linguistic differences play a role in how literacy is viewed and developed in homes (Taylor, 1983). For example, studies have documented the significance of early language and preliteracy interactions between parents and their children in acquiring literacy (Heath, 1983; Leseman & DeJong, 1998; Marvin & Wright, 1997; Taylor & Dorsey-Gaines, 1988; Sulzby & Teale, 2003). The literature consistently shows that when young children frequently engage in reading, writing, and language rich

activities in their home, they are more likely to be better prepared to learn in school (Strickland, 2001; Weigel, Martin, & Bennett, 2005). Further, research suggests that when families engage young children in reading, writing, and speaking activities at home, children are more apt to perceive literacy as a positive activity (Purcell-Gates, 1994; Rowe, 1991; Wasik, 2012). Thus, when young children have more positive literacy experiences at home, they are more inclined to later participate in reading for pleasure at home (Cho & Krashen, 1995). In short, parents' perceptions of literacy influence the type of home literacy environment they provide for their children and it is highly correlated with school achievement (Burgess, Hecht, & Lonigan, 2002; Bus, van Ijzendoorn & Pelligrini, 1995); this is also true for culturally and linguistically diverse families from low socioeconomic backgrounds (Heath, 1983; Leesman & deJong, 1998; Sulzby & Teale, 2003). Increasing the amount of time students spend reading is important because research suggests this could have a significant impact on fluency and comprehension development (i.e., Holden, 2004; Hudson, Torgesen, Lane & Turner, 2012; Hunter, 2005), and helps students to become more proficient readers by reading (Allington, 1983). Consequently, when students have long periods of time at home during the school year, such as the Thanksgiving break, winter break, spring break, and other holidays, they may or may not be reading for pleasure based on their perceptions, or their parents' perceptions, of reading. Thus, this study investigates children and parents' perception of reading for pleasure during the school year, including the time students are out for holidays. Specifically, my research questions are as follows:

1. What are CLD third and fifth grade students' perceptions of reading for pleasure outside of school during the school year?

2. What are parents' perceptions of their children's reading for pleasure outside of school during the school year?
3. Do CLD third and fifth grade students engage in reading for pleasure during the academic school year?

To unpack these questions, I take a sociocultural stance recognizing that reading, in general and pleasure reading, in particular, is multifaceted and more so when culture and language are factored in.

In this chapter, I define several key terms relevant to this study and introduce the background surrounding the literacy development of CLD students. Next, I explain the purpose of the study and its significance.

Key Terms

Pleasure Reading

Pleasure reading is defined as any reading that is intrinsically or socially motivated and a pleasurable activity for the reader (International Reading Association, 2014). That is, it refers to the reading students choose to do on their own will, rather than being assigned, and which elicits positive feelings that encourage them to make reading a personal choice. Pleasure reading is also referred to in educational literature as independent reading (Cullinan, 2000), recreational reading (Manzo & Manzo, 1995), out-of-school reading (Anderson, Wilson, & Fielding, 1988), free voluntary reading (Krashen, 2004), self-selected reading (Cunningham, Hall & Gambrell, 2002), and leisure reading (Greaney, 1980). For my dissertation, I use the term "pleasure reading."

Cultural and Linguistically Diverse Students

Culture and language play an intricate role in literacy development (Cunningham & Stanovich, 1997; Denton & West, 2002). Culture includes components such as values, behavioral styles, language, dialects, nonverbal communications, perspectives, worldviews, and frames of reference (Banks, 2006) that can influence literacy. The term culturally and linguistically diverse (CLD) students refer to students who “may be distinguished from the mainstream culture by ethnicity, social class, and/or language” (Pérez, 1998, p. 6). This term also includes “students whose first language is either a language other than English or a language other than the middle class, mainstream English used in schools” (Pérez, 1998, p. 5). According to the United States Department of Education, these students may or may not be identified as limited English proficient (LEP), second-language learners (SLL), English-language learners (ELL), and bilingual (Rhodes, Ochoa, & Ortiz, 2005) depending on the level of proficiency of English identified by the parent on the Home Language Survey.

Although not all CLD students come from low socioeconomic status (SES) backgrounds, research suggests non-mainstream diverse students make up the majority of students in United States schools. A study conducted by the National Center for Education Statistics (2013) revealed that “51 percent of the students across the nation’s public school were low income” (p.1).

Family Literacy

The term family literacy was first coined in Taylor’s (1983) published book by that title which explored the literacy lives of six culturally diverse families. The definition

of family literacy has changed considerably since the 1980s so, for the purposes of my dissertation, I use a definition presented by Morrow (1995):

Family literacy encompasses the ways parents, children, and extended family members use literacy at home and in their community. Sometimes, family literacy occurs naturally during the routines of daily living. Family literacy may be initiated purposefully by a parent or may occur spontaneously as parents and children go about the business of their daily lives. Family literacy activities may also reflect the ethnic, racial, or cultural heritage of the families involved (p. 7-8).

Research suggests that children from all socioeconomic levels can learn to read when they access to print and parents reading to them and engage them in literacy activities (Taylor & Dorsey-Gaines, 1988). Children as young as two years old can even begin to identify familiar print in their homes and community (Sulzby, 1985). Further, when parents model literate acts such as reading for pleasure, sorting mail, writing a ‘things to do’ list, or reading the newspaper, they transfer the value of reading to their children (Wasik, Bond, & Hindman, (2011).

Perception

Perceptions are the thoughts, feelings, and beliefs of an individual of which influences opinion, understanding of a situation, and meaning of experience (Horner & Shwery, 2002; Munhall, 2008). Munhall (2008) states that “a common way of defining perception is “how we see things” (p. 607). She further suggests, “Traditions, history, surrounding, community, etc. together creates a multi-layered outlook on how one interprets reality and experiences things” (Munhall, 2008, p. 608). Perception and the preceding key terms are foundational information to this study.

Background

CLD Students' Literacy Development

Literacy is important to academic achievement, and several factors influence students' acquisition of reading and writing (Snow, Burns, & Griffin, 1998). One factor that influences literacy development is cultural and linguistic status. For example, compared to mainstream, middle-class American students, 42 general and special education CLD children from various neighborhoods in Kansas (Hart & Risely, 2003), began school with significantly less vocabulary (Heath, 1983; Taylor, 1986). CLD students also have significantly fewer experiences with academic language (Au & Raphael, 2000), which are important for literacy. Another factor that can influence literacy development is socioeconomic (SES) status (Evans, 2004; Hart & Risely, 2003; Jensen, 2009; Shonkoff & Phillips, 2000). Students from low SES backgrounds often have limited home literary resources and underdeveloped vocabulary knowledge compared to what is expected in school (Beck, McKeown, & Kucan, 2013; Coyne, Simmons, & Kame'enui, 2004; Hart & Risely, 1995). For example, schools expect students begin with speaking, reading, and writing fundamentals. However, students from lower SES homes arrive with little or no knowledge of language, print awareness, alphabetic principles, and phonemic awareness (Higgins, Boone, & Lovitt, 2002). Furthermore, these students are often exposed to stresses that impact their motivation to engage in literacy activities (Snow, Burns & Griffin, 1998). For example, Evans (2007) states that CLD students living in poverty may be exposed to more "family turmoil, violence, separation from their families, instability, and chaotic households" (p. 159) that can influence literacy development. Another factor that can influence literacy

development is a mismatch between home and school expectations. (Purcell-Gates, 1996; Teale & Sulzby, 1986). In sum, research suggests that the reading rates among CLD groups have either declined or remained essentially the same since 1998 (Díaz-Rico, 2012; Lee, Grigg, & Donahue, 2007); therefore, it is important to learn ways to effectively support CLD students, families, and their teachers (Terry & Irving, 2010).

Increasing the amount of time that students read both in and out of school can support literacy development. When students do not read while out of school, they begin to lose reading skills compared to those students who continue to participate in literacy activities (Allington, et al., 2010; Entwisle, Alexander, & Olson, 2001). Fortunately, students can be motivated to read outside of school when immersed in a book-rich environment that provides opportunities for self-initiated reading such as allowing students to select books they find interesting and appealing (Clark & Rumbold, 2006; Snow, Burns, & Griffin, 1998). Ownership of literacy is particularly important for CLD students from low SES backgrounds (Gandara & Contreras, 2009) because research suggests that these students read significantly less at home compared to their peers from middle SES backgrounds (Berliner, 2009; Jensen, 2009; Willingham, 2012). Supporting students' efforts in becoming avid readers in and out of school is imperative as there is evidence that suggests that students who read more, and consolidate their reading skills and strategies come to own them (Allington, 2012; Hiebert, 2014); they also have larger vocabularies that support reading achievement (Hayes & Ahrens, 1988). To help CLD students become avid readers, teachers and parents need strategies to encourage students to read outside of school; parents also may need strategies for building a richer home literacy environment (HLE) that encourages children to read for pleasure (Burgess,

Hecht, & Lonigan, 2002). However, to provide teachers and parents with strategies and guidance that increase student interactions with texts, particularly pleasure reading outside of school, it is important to understand students' and parents' perceptions about pleasure reading as well as students' reading habits outside of school.

Family Literacy

Family literacy is the way parents, children, and extended family members engage in literacy activities at home and in their community. It plays a significant role in the literacy development of children (Edwards, Paratore & Roser, 2009). For example, families who expose their children to early language opportunities develop their children's vocabulary repertoire (Nagy & Anderson, 1984). Families also have a significant influence in the ways children understand and use language (Hart & Risely, 1995; Heath, 1983; Purcell-Gates, 1996), which can support academic achievement. Specifically, Hart and Risely (1995) identified five parenting features linked to academic achievement: (a) language diversity, (b) number of words utilized, (c) duration of conversations, (d) speech patterns, and (e) parental interaction with their children.

Studies of family literacy that focus on ethnicity, race, and cultural heritage (Morrow, 1995; Burris & Welner, 2005) reveal complex layers of out-of-school literacy experiences and perceptions of literacy that vary from family to family. For example, research on the home literacy environments (HLE) of CLD student suggest there are differences that influence the ways children develop listening, speaking, reading, and writing skills (Goin, Nordquist, & Twardosz, 2004). By way of illustration, Purcell-Gates' (1995) study of an Appalachian family found that the children of illiterate parents encountered problems at school because of the difference in their use of literacy at home

compared to literacy expectations of schools. Similarly, research on immigrant families' literacy practices suggests there are rich cultural differences in their views of education (e.g., Goldenberg & Gallimore, 1995; Heath, 1983) compared to families from the mainstream culture.

Despite differences, research related to home-school partnerships suggests collaboration can have a positive effect on the academic achievement of all students (Morrow, Paratore, & Tracey, 1994). Strong home-school partnerships are important because teachers can help parents build rich HLEs (Gonzalez, Moll, & Amanti, 2005; Ortiz, 2000; Volk & Acosta, 2001), and parents can help teachers understand their family literacy practices. When parents and teachers give and receive information regarding literacy, students benefit (Edwards, Paratore, & Roser, 2009).

Perceptions of Literacy

Teachers' perceptions of literacy also influence students' thoughts, feelings, and beliefs about reading (e.g., McMahon, Richmond, & Reeves-Kazelskis, 2010). Also, teachers' perceptions influence the extent to which culturally and linguistically responsive instruction is adopted (Ladson-Billings, 1994; Schmidt & Finkbeiner, 2006). Culturally and linguistically responsive instruction is an approach to classroom teaching and communication that respects the different cultural characteristics of all students, reflects high expectations for all, utilizes multicultural materials, and ensures equitable access to high quality instruction for all (Echevarría, Vogt, & Short, 2013).

Consequently, if educators hold negative ideas or preconceived notions toward CLD learners, they could misinterpret students' differences (Díaz -Rico, 2012; Echevarría, Vogt, & Short, 2013).

That said, the most influential adults in children's lives are their parents. Parents' perception toward literacy is the starting point for their interactions with the child (Sigel & McGillicuddy-De Lisi, 2002). While there are studies investigating parents' perceptions of home literacy (i.e., Debaryshe, Binder, & Buell, 2000; Evans, Fox, Cresmaso, & McKinnon, 2004; Korat & Levin, 2001; Martini & Sénéchal, 2010), few studies have specifically examined parents' perceptions of their children's pleasure reading outside the school (e.g., after school, weekends, or holidays) during the school year.

Purpose of Study

As mentioned, additional studies are needed to learn about parents' perceptions of their children's pleasure reading outside of school as well as children's perceptions of pleasure reading. Thus, the purpose of this mixed methods study is to understand the perceptions that seven CLD third and fifth grade students' and their parents hold regarding out-of-school pleasure reading that takes place during the academic school year. Specifically, this study investigates how CLD families perceive literacy in the home and addresses the following questions:

1. What are CLD third and fifth grade students' perceptions of reading of pleasure outside of school during the school year?
2. What are parents' perceptions of their children's reading for pleasure outside of school during the school year?
3. Do CLD third and fifth grade students engage in reading for pleasure during the academic school year?

Understanding CLD students' and parents' perceptions of pleasure reading is important because it might help to provide parents and teachers with strategies and guidance for increasing students pleasure reading outside of school.

Significance of the Study

While there are studies exploring the impact of pleasure reading during the summer months on students' reading skills (Cooper, Nye, Charlton, Lindsay, & Greathouse, 1996; Alexander, Entwistle, & Olsen, 2007), studies are needed on pleasure reading activities that occur outside of school during the school year. Studies are also needed that focus on the home literacy practices of CLD students, because the population of CLD students in the United States is growing. This study begins to address this need by investigating the perceptions that CLD children and parents have regarding their pleasure reading practices during the school year as well as children's pleasure reading behaviors. By better understanding CLD parents' and students' perceptions about pleasure reading outside of school during the school year and understanding what literacy takes place during the student's free time (e.g., early release days, weekends, and extended holidays) could better equip educators and parents with means to support students' reading during the school year.

Summary of Chapter 1 and Orientation to Subsequent Chapters

In this chapter, I defined the key terms relevant to this study, provided a background on the topics that underpin the study, and explained the purpose and significance of the study.

In Chapter 2, I identify the pedagogical goal of this study and its importance, I discuss the theoretical framework, and then I review the literature related family literacy

and funds of knowledge and parents' and children's perceptions of literacy. In Chapter 3, I describe the methods used to address the research questions and I elaborate on the data collected and describe how it was analyzed. In Chapter 4, I present the findings, and in Chapter 5, I identify the major implications, limitations and outline recommendations for future research.

Chapter 2

Review of the Literature

The amount of time students spend reading is important for developing literacy skills (Krashen, 2004; Cipielewski & Stanovich, 1992). While students do read in school and are expected to do homework, this type of reading is typically academic reading. Reading for pleasure outside of the school day is an important activity that can be overlooked. Yet like academic reading, reading for pleasure can help students to develop literacy, and it might increase motivation so that students continue to engage in reading. Reading for pleasure could be particularly important for CLD students because many are at risk of becoming struggling readers. This chapter reviews the literature supporting the answers to the research questions driving this study:

1. What are CLD third through fifth grade students' perceptions of reading for pleasure outside of school during the school year?
2. What are parents' perceptions of their children's reading for pleasure outside of school during the school year?
3. Do CLD third through fifth grade students engage in reading for pleasure during the academic school year?

In order to address the issues that underpin these questions, I review literature related to family literacy, *funds of knowledge*, and parent and student perceptions of out-of-school literacy.

The Purpose of this Study and Its Importance

The purpose of this study is to understand the perceptions that CLD students and their parents hold regarding out-of-school pleasure reading during the school year.

Gaining insight to students and their parents' thoughts, feelings, and beliefs about pleasure reading is important because perceptions might influence the amount of time students engage in literacy activities. Time spent engaged in reading, writing, and speaking at home, significantly influences students' literacy development that is the foundation for academic achievement (Snow, Burns, & Griffin, 1998). According to the National Center for Education Statistics (2013), culturally diverse students exhibit significantly lower achievement gains in math and reading, with the Hispanic/Latino subgroup exhibiting the lowest achievement compared to other subgroups (African American, Asian, and White). Compared to other subgroups, Latino students as a whole have made the fewest gains in academic achievement since 1992. Also, research suggests that high levels of poverty among minority populations effects literacy development (Morrow, Rueda, & Lapp, 2009). For example, by the time students begin school, there is a significant gap between the numbers of words children from low SES homes have heard compared to children from in middle SES homes, which leads to a significant difference in vocabulary knowledge (Hart & Risely, 2003). Again, understanding the literacy practices of CLD families and providing support to families, could be one way to help CLD students prepare for school and in turn achieve greater academic success.

Theoretical Framework

Sociocultural theory (Vygotsky, 1978) and Transactional Reader-Response (Rosenblatt, 1938) theories provided a framework for this study.

Sociocultural Theory

According to Vygotsky (1978), sociocultural theory of knowledge asserts that members of a particular cultural group develop share ways of knowing and doing, and in

this study, “knowing and doing” literacy (Burroughs & Smagorinsky, 2009; Vygotsky, 1978). In other words, sociocultural theory suggests that learning occurs through socially mediated interactions; where knowledge is shared socially and then moves to an internal plane. For example, based on the tenets of sociocultural theory, developing an intrinsic motivation to read for enjoyment can be shared by another reader who models what it is like to get pleasure from reading (Sheldrick-Ross, McKenchnie, & Rothbauer, 2005). Just like students and teachers can share experiences that support students’ literacy development (Street, 2005), children and parents can also share experiences. Understanding children’s socialization toward literacy outside of school is just as important as understanding socialization toward literacy in school. One aim of this study was to learn more about the role that parents and friends outside of school (i.e., perceptions and literacy practices of others) play in the literacy lives of CLD students (Warschauer, 1997). A key question was “What are parents’ perceptions of their children’s reading for pleasure outside of school during the school year?”

Transactional Theory

Louise Rosenblatt’s (1938) reader-response theory, more recently referred to as transactional theory (Rosenblatt, 1969), suggests the act of reading involves a transaction between the reader and the text (i.e., students have experienced some emotional response to texts). Rosenblatt describes this interaction between the reader and text as unique to each reader as the individual brings background knowledge, beliefs, and context that influence how each person interprets the meaning of the text differently. Transactional theory argues that reading can be described in “stances” or expectations readers have toward the texts. Rosenblatt also places all reading transactions on a continuum between

“aesthetic,” or reading for pleasure, and “efferent,” or reading to gain meaning. For example, Rosenblatt states, “In aesthetic reading, the reader’s attention is centered directly on what he is living through during his relationship with that particular text” (Rosenblatt, 1978, p.25). Whereas in efferent reading, the “reader’s attention is primarily focused on what will remain as a residue after the reading or the information to be acquired” (Rosenblatt, 1978, p.23). Reader response theory informs this study in that it aims at determining the factors that influence students’ pleasure reading practices or their aesthetic stance toward reading.

Literacy Development of Culturally and Linguistically Diverse Students

CLD students often enter school with lower levels of achievement on early literacy skills than their middle class classmates (Bowman, Donovan, & Burns, 2001) because, in part, they have had literacy experiences that are different from what is expected in school (Morrow, Rueda, & Lapp, 2009). However, CLD students often have rich literacy experiences that schools do not recognize. Regardless, the literacy experiences that children have at home are based on parents’ perspectives of literacy and what is important to their families’ lives and the communities. Increasing families and teachers’ awareness of different literacy perspectives and practices might help them to better support students, and increasing evidence suggests that home-school partnerships can play a role in the academic success of CLD students (Compton-Lilly, 2009). Thus, in the following section, I review the literature on family literacy and parents’ and students’ perspectives on literacy and reading for pleasure.

Family Literacy

Early literacy experiences can have a positive impact on young children's literacy development (Henderson & Mapp, 2002; Reese, Sparks, & Leyva, 2010), and parent involvement has long since been accepted as essential to student achievement. In fact, Reese, Sparks, and Leyva's (2010) review of parent interventions in their preschooler's language and literacy suggests that parents are an underutilized resource for improving literacy and language. Reese, Sparks, and Leyva (2010) reviewed 11 studies that focused on training programs for parents of preschoolers and kindergarteners who were not receiving formal reading instruction. Their findings suggest that parent and child shared book reading, conversations, and writing interactions are effective ways to improve the literacy and language skills of children.

Flouri and Buchanan (2004) argue that parental involvement or family literacy in their child's literacy practices is a more powerful force than other family background variables, such as social class, family size, and the parent's level of education. Although research addresses the importance of family literacy in children's learning, there is "wide disagreement about the goals, purposes, and potential lines" drawn around CLD families (Paratore, 2001, pp.100).

In the following section, I discuss several landmark studies that have helped to frame family literacy and continue to guide current literacy research. Current studies are also addressed to provide the current state on the issue of pleasure reading.

Preschool Years

In a seminal study, Heath (1983) studied home and school languages of preschool children in three communities: the white working-class families in Roadville, the

African-American working-class families of Trackton, and the middle-class families of Maintown. The focus of the study was to understand how home experiences influence children's development, particularly language development. Heath found that the way parents raised their children and their varied cultural differences, did influence the knowledge and skills that their children developed. What children knew and how they interacted adults in their community also influenced school experiences. For example, the language socialization of the students from Roadville and Trackton, differed from those of the students from Maintown. Maintown, which best represented the school culture and was where most of the teachers lived. Heath (1983) found that the teachers' language socialization differed greatly from their students' language. As a consequence, Heath's (1983) study helped teachers recognize the importance of student discourse in the classroom. In sum, the study found that language patterns vary among communities, and the children from the middle-class family had language patterns that aligned with the language of school.

In their three-year longitudinal study, Teale and Sulzby (1987) investigated the storybook reading interactions of eight families, including bilingual families in Chicago. Findings revealed that storybook reading was indeed a part of family life, and children spontaneously participated in storybook reenactments. The researchers also found that children discovered the interrelationships between oral and written language within their family's cultural practices during the early childhood years. Thus, this study supports the theory suggesting a child's literacy journey begins at birth and within the family. Furthermore, it shows that children, including those from low-income families, learn

written and reading behaviors through early literacy experiences before they begin school.

In another landmark study, Taylor and Dorsey-Gaines (1988) studied the home literacy practices of African American children from low SES backgrounds. They found that families engaged in literacy activities for a wide variety of audiences, purposes, and situations; and that parents perceived their children to be successful in reading and writing. While this study found that literacy activities were occurring in the home, they also found that the literacy activities were largely different from the literacy activities expected in school.

A decade later, Purcell-Gates (1995) conducted a case study of one Appalachian family who struggled to function in society because of their illiteracy. First, findings from this study indicated that access to literacy was blocked by cultural stereotypes, elitism, and pedagogical mismatches. For example, the family's son, Donny, was promoted to second grade without knowing how to read, even after his mother asked for him to repeat first grade. Secondly, this study highlights that reading instruction is often designed to teach white middle class students who often begin school at an advantage (e.g., having been read to, exposed to books, and familiar with the ABCs).

In their seminal work on the vocabulary acquisition, Hart and Risley (1995) studied 42 families from three backgrounds (13 high SES families, 10 middle SES families, and 19 low SES families) and found extraordinary disparities between the number of words spoken and messages conveyed in homes. Specifically, 98% of the words a child used by the age of three years were derived from their parents' vocabulary; children imitated their parents in word choice, the number of words they used, and the

speech patterns they employed. This is important because children from families on welfare heard 616 words per hour, children from working class families heard 1,251 words per hour, and children from professional families heard 2,153 words per hour.

In an extension of that study, Walker, Greenwood, Hart, and Carta (1994) followed 32 of the original 42 children in the Hart and Risley (1995) study into the primary grades. The children were administered assessments related to oral language and academic achievement, and the study found that the children who entered school with poor vocabulary knowledge and who continued to lag behind their peers in language development often experienced difficulties in learning to read.

Moll, Amanti, Neff, and Gonzalez's (1992) seminal work on the funds of knowledge is based on the notion that when schools draw from students' background knowledge and out-of-school experiences to link students' lives to meaningful classroom curriculum, students experience higher levels of learning within familiar contexts.

Similarly, Leseman and de Jong (1998) examined the relationship between home literacy and literacy acquisition of 89 culturally diverse and low SES families with 4-year-old children. They found that parents' use of literacy for recreational purposes such as reading books and newspapers, writing letters or shopping lists influenced children's literacy skills and is an early predictor of developmental and educational outcomes for children. The study suggests that the HLE is multifaceted in terms of opportunity, instruction, cooperation, and social-emotional quality; when predicting early reading achievement, these same factors together predict more variance than each separately.

In conjunction with Leseman and deJong's (1998) study, Gallimore and Reese (1999) conducted a longitudinal study and collected observational data of Mexican

families before and after their children started their school career. They found that when parents started reading to their children shortly after schools had communicated the value of shared reading. That is, although these first generation immigrants were closely connected to cultural backgrounds, they were willing to incorporate U.S. norms in terms of literacy so that their children could be successful in school.

Quiróz (2004) studied 50 low SES Spanish/English speaking families and the impact shared reading had on their knowledge, memory, and language acquisition. Specifically, Quiróz (2004) looked at how parents interacted with children during book sharing. The findings of the study suggest that the mothers used a narrative style in Spanish that positively impacted children's language development in English. In other words, strong narrative skills in a family's first language can transfer to their second language. This finding is consistent with research conducted by Heath (1983) that suggests children's cognitive and linguistic skills acquisition begin within the family.

Along the same vein, Roberts, Jurgens, and Buchinal (2005) studied the home literacy of preschool-aged African American children from low income backgrounds in terms of four factors: frequency of shared book reading, maternal book reading strategies, child's enjoyment, and a mother's sensitivity. Findings revealed that the best predictor of a child's oral language and literacy skills was a measure of all four factors and support of the home environment.

Van Steensel (2006) evaluated the relation between the HLE and literacy development of 116 Dutch kindergarten students from varied SES backgrounds. The purpose of the study was to measure the HLE of each family and determine whether it was rich, child-directed, or poor. Van Steensel reported that there is an association

between HLE and ethnicity/SES. That is, children from a higher SES home had the most stimulating HLE compared to children from low SES homes. Furthermore, the HLE also had an effect on children's vocabulary in first grade, as well as comprehension in first and second grade.

More recently, Mol and Bus (2011) conducted a meta-analysis of 99 studies on leisure time reading to determine if the association between print exposure and components of reading grows stronger across literacy development. Findings suggest that in students ranging from preschool to college, strong correlations between pleasure reading and literacy development were found. This study is important because students who are more proficient readers read more, and print exposure improves readings skills.

In sum, families can have considerable influence on the literacy skills of children during their preschool years. While most families engaged their children in activities that supported their children's language and literacy development (Heath, 1983; Taylor & Dorsey-Gaines, 1988; Teale & Sulzby, 1987), not all families did (Hart & Risely, 1995). Further, when there were mismatches between what families and schools valued in terms of literacy or when schools did not recognize the literacy skills students brought to school, students were placed at a disadvantage (Moll et al., 1992).

Elementary Grades

Family literacy practices continue to influence children's literacy practices as they move into the primary grades. However, findings also reveal that the literacy practices in the homes of diverse CLD families can differ from school literacy, and, at times, this can cause challenges for students (Heath, 1983; Taylor & Dorsey-Gaines, 1988).

Martini and Sénéchal (2010) investigated the effects of the parent's skill instruction such as reviewing the alphabet, with the use of the Home Literacy Model. Findings suggest parent teaching is a key predictor of children's early literacy and parents' expectations were positively and directly associated with child literacy. This study relates to reading motivation in that it demonstrated parents' expectations were positively and directly associated with a child's literacy achievement before entering first grade.

Another insight into the time students spend engaged in reading, is a study by Anderson, Wilson, and Fielding (1988) that, studied the time fifth grade students spent reading outside of school and their reading achievement. The findings of the study revealed that the amount of time students spent reading was the best predictor of gains in their reading achievement.

In a hallmark investigation, Cunningham and Stanovich (1991) found that print exposure for students in grades four through six showed a significant positive correlation to vocabulary, fluency, and general knowledge. In addition, the study suggests that all students benefited from the time engaged in reading, but struggling readers advanced the most.

Sénéchal (2006) found a significant correlation between children's storybook exposure in kindergarten and the frequency that children in fourth grade read for pleasure. Sénéchal's (2006) study is in line with Allen, Cipielewski and Stanovich's (1992) study that suggests the time students read outside of school predicted the reading comprehension of students in grade five.

Bradley, Corwyn, McAdoo, and Coll (2001) examined the differences in parental investments and parental behavior (e.g., read aloud frequency) of low SES families with children ages birth to age 13, from three major ethnic groups (European American, African American, and Hispanic American). Findings revealed that families from low SES backgrounds were likely to read less to their children while families above the poverty line were more likely to engage their children in conversation and participate in more educational experiences (e.g., music lessons, cultural events, and more access to books). This study relates to literacy development with student in primary grades because it sheds light on the HLEs across a wide span of student age groups (ages 1-14 years of age).

More recently, Kim and Guryan (2010) studied the efficacy of a voluntary reading intervention for 370 fourth grade Latino students from low-income homes. Their findings suggest no significant effect on reading comprehension and vocabulary between the treatment group, whose families received self-selected books and attending three literacy events with their parents, and those of the control group. The study suggests that a closer look at better matching the text readability and the students' reading ability could improve the results of the intervention. This is similar to Bradley et.al.'s (2001) findings on the home literacy environments which also lends credence to the funds of knowledge argument that more needs to be done in bridging these literacies with school literacies.

Funds of Knowledge

Funds of knowledge is defined as the “historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (Moll, Amanti, Neff, & Gonzalez, 1992, p. 133). From a

funds of knowledge perspective, students from CLD backgrounds engage in a variety of literacy practices at home and they bring those skills with them to the classroom (Moll, Amanti, Neff, & Gonzalez, 1992). Students do not arrive at school as empty vessels; rather, they bring rich linguistic and cultural experiences that often are unrecognized, hidden, or undervalued by school. Moll and his colleagues suggest educators should learn to recognize students' skills and knowledge and see them as an asset to student learning. Further, Díaz -Rico (2012) argues that “diverse cultures and languages can add richness and depth to the teaching experience” (Díaz -Rico, 2012, p. 1), and propose that instruction should be linked to students' lives, local histories, and community contexts. However, research suggests some educators may lack the cultural competencies necessary to educate CLD students in differentiated ways to support their literacy skills (Echevarría, Short, & Powers, 2006; Nocon & Cole, 2009). Researchers warn against mismatches between home literacies and the ways literacies are taught in educational settings (Moll et al., 1994; Taylor & Dorsey-Gaines, 1988). Educators who share the belief that the children who “share the most with the culture of schools are those who find more congruency with schools' practices, and therefore are better able to do well in school” will engage in differential treatment and lowered expectations toward CLD learners (Rodriguez-Brown, 2011, p. 736).

Recognizing and capitalizing on the social and cultural capital of each child is vital in the instruction of CLD learners (Edwards, Paratore, & Roser; 2009; Moll, Amanti, Neff, & Gonzalez, 2004). Although English learners may lack the necessary background in academic language and key vocabulary (August & Shanahan, 2010), it is important that educators not presume that all CLD learners lack background experiences

and academic language. Many CLD students have rich experiential backgrounds and sufficient academic language in their native language (Echevarría, Vogt, & Short, 2014). Indeed, educators are now finding that diverse heritages and languages add richness and depth to the teaching experience, but further efforts are necessary in reaching the beliefs systems of all teachers. Even more, bridging the home and school experiences of diverse students is one way of building on the knowledge they possess (Díaz -Rico, 2012).

Perceptions of Literacy

Parents' Perceptions of Literacy

Research suggests “parents’ beliefs may influence children’s task-focused behavior, which may be linked to better academic outcomes” (Aunola, Nurmi, Niemi, Lerkkanen, & Puttonen, 2002, p. 27). For example, Baker and Scher (2002) investigated 65 parents’ attitudes toward literacy (motivation, enjoyment, and perceived competence of the child as a reader) and how it influenced the literacy outcomes of their six-year-old children. The researchers found that the children of parents who had positive attitudes toward reading had children with a more positive view of reading and a higher motivation to read when compared with children of parents who had a less positive attitude toward reading. In short, parents’ beliefs and expectations played a role in their children’s literacy development. Likewise, Martini and Sénéchal (2010) conducted a study with 108 parents to determine their expectations about their children’s literacy before grade one. The researchers found that parents’ expectations were directly related to their child’s literacy development.

Weigel, Martin, and Bennett (2006) examined the literacy beliefs of 79 mothers of pre-school aged children. They found that mothers are either facilitative or conventional.

Facilitative mothers believed in taking an active role in teaching literacy at home, whereas conventional mothers believe that schools are more responsible for teaching literacy. Facilitative mothers tend to create a more literacy-rich home environment that helped children develop more print knowledge and interest in reading compared to children in homes where the mothers held a conventional view of literacy. Likewise, Debaryshe, Binder, and Buell (2000) investigated the literacy beliefs of 19 mothers with respect to their five to six-year-old children. Mothers' beliefs did influence the ways they modeled, taught, and explored literacy with their child. Specifically, some parents used a phonics approach (focus on decoding), some parents used a whole language approach (focus on language and comprehension), while other parents did not have a strong literacy focus. Evans, Fox, Cresmaso, and McKinnon (2004) explored 148 parents' beliefs about literacy and found that 46% of parents' believed that developing children's literacy was the school's responsibility.

In short, what parents believe about parenting and their role in education is related to children's literacy development (Clark, 2007; Sigel & McGillicuddy-De Lisi, 2002). While many parents do believe it is their responsibility to take an active role in their child's education (Debaryshe, Binder, & Buell; 2000; Wiegel, Martin, & Bennett, 2006), other parents might benefit from learning how to provide easy-to-implement literacy support for their children at home. However, to support CLD families, a better understanding of their perceptions' about literacy is needed which is an aim of this study.

Children's Perceptions of Literacy

CLD learners' perceptions about literacy are critical as affective measures give another dimension to recreational or pleasure reading habits. Research suggests that

students who enjoy reading will read more and become proficient at the same time (Allington, & McGill-Frazen, 2003; Krashen, 2009). Learning more about students' thoughts, feelings, and beliefs about literacy better prepares parents and teachers to encourage students' love for reading, which in turn promotes their reading to learn.

Although Kauffman (2006) argues that "children's perceptions of themselves as readers and writers reflect their understandings about reading and writing processes as well as their sense of identity" (p. 502), few studies were found that focused on students' perceptions of reading. Instead, much has been written on students' motivation to read and their reading attitude. Motivation to read can be defined as "the likelihood of engaging in reading or choosing to read" (Gambrell, 2011, p. 172) and reading attitude can be defined as "a system of feelings related to reading which causes the learner to approach or avoid a reading situation" (Alexander & Filler, 1976, p. 1, as cited in Schiefele, Schaffer, Möller, & Wigfield, 2012). However, perception of reading is defined as what one thinks, feels, and believes about the process of engaging in multiple literacies throughout their day (e.g., traditional print materials, the Internet, social media, instant messaging, texting, and video games, word recognition, comprehension, fluency, and motivation) as well as the transaction that occurs between the reader's past experiences and the text (International Reading Association, 2014; Rosenblatt, 1978).

Nonetheless, Horner and Shwery's (2002) article argues that a student's belief system can affect how he or she engages in self-regulation while reading. They offered recommendations for how teachers can help students to build their perception of themselves as readers. Specifically, they recommend that teachers engage in modeling, coaching, scaffolding, articulating, reflecting, and exploring their perceptions of the

students as readers until the students learn to engage in self-regulation while reading. More recently, the National Center for Education Statistics (2011) found that high school students who regularly read for pleasure scored significantly higher in reading than students who did not.

Reading for Pleasure

A body of literature suggests reading for pleasure can influence students' reading comprehension, vocabulary development, and general knowledge (e.g., International Reading Association, 2014; Krashen, 2004; Snow, Burns & Griffin, 1998). Studies also suggest that out-of-school reading experiences such as shared book reading facilitate students' language and reading development. When students find reading is pleasurable, they engage in more reading, and this is correlated with student reading achievement (Krashen, 1993; Stanovich & Cunningham, 1993). More reading translates into better reading comprehension, which can lead to a life-long habit of reading (Juel, 1988; Stanovich, & Cunningham, 1993). Consequently, schools have adopted practices such as Silent Sustained Reading (SSR) and Drop Everything and Read (DEAR Time) to encourage students to select their own reading materials and read at their own pace during the school day (Lee-Daniels & Murray, 2000). A summary of surveys from the Progress of International Reading Literacy Study, done by Mullis, Martin, Foy, and Drucker (2012) found that differences in reading practices are related to how much children enjoy reading. This is important because while schools typically allocate time for students to engage in silent reading such as SSR and DEAR, students from CLD homes may only have this time of day to participate in pleasure reading.

In addition to reading in school for pleasure, it is important to encourage student to read outside of school. Allington et al. (2010) suggest nurturing a child's intrinsic motivation to read is vital as the amount of time students read and the amount of texts they read are important to literacy development. Allington et al. (2010) conducted a longitudinal experimental study to test the hypothesis that providing students from low-income homes with self-selected books for three summers would maintain or build on their reading skills during the months students were on summer break. Findings of this study suggest a statistically significant effect for providing access to books to students when they are out of school. This access to books encouraged the time students spent reading, and in turn, this increase in reading practice helps develop literacy. For example, a student who reads 21 minutes per day outside of school reads almost 2 million words per year, while a student who read less than a minute per day outside of school reads only 8,000 to 21,000 words per year (Texas Reading Initiative, 2002).

Miller and Moss (2013) investigated the ways schools incorporate independent reading and found that not only is independent reading time limited in classrooms but the short time that is allocated for pleasure reading does not necessarily mean struggling readers are making meaning of the text. Therefore, more opportunities for students to read for pleasure with the support of a proficient reader are necessary. When providing opportunities to read for pleasure, Krashen (2011) argues that readers should choose their own reading materials as high-interest literacy resources promote reading. This self-selection of texts, along with scaffolding students, and selection of reading to support leisure reading, is further supported by a study conducted by Reutzel, Jones, and Newman (2010). Gambrell (2011) extends this study by suggesting parents and teachers

read aloud sections of a text and show delight in the texts in order to encourage students to select leisure reading texts.

However, the National Reading Panel (2000) states that some research suggests that simply engaging in reading, in or out of school, is not necessarily enough for students to improve their reading skills for some students need adult support to scaffolding to actively engage with the text. For example, Topping, Samuels, and Paul (2007) studied the independent reading practices of children in grades one through twelve to determine whether quality or quantity of reading improved reading achievement during the use of the Accelerated Reader program. They found that the time students spent reading without adult scaffolding had little influence on their reading improvement. It is important to encourage students to engage in reading for pleasure, both at home and at school. Still, some students will need support to benefit from the practice.

Students from Low SES Homes and Interventions

Students from low SES homes tend to be at greater risk for having low reading achievement, so is important to understand how reading for pleasure, particularly in the summer months, affects them. Alexander, Entwisle, and Olson (2007) investigated the long-term educational consequences of summer reading and found that high school students' achievement scores could be traced back to their achievement levels in first grade. Further, they found that the achievement gap between high and low SES students in ninth grade could be traced to the differential rate of summer reading during the elementary years. That is, summer reading closes the gap in achievement levels between students from low SES background and those from middle SES homes.

However, research shows that students from low SES backgrounds tend to read less for enjoyment than students from middle SES homes (Clark & Ackerman, 2006), so encouraging students from low SES backgrounds may be challenging. Numerous studies have been conducted to investigate ways to encourage students to continue reading during the summer (e.g., Alexander, Entwisle, & Olson, 2007; Chin & Phillips, 2005; Helf, Konrad, & Algozzine, 2008; Sandberg-Patton & Reschly, 2013). For example, Kim (2007) investigated the effects of a summer reading program for 370 fourth grade Latino students from low SES homes. Students in the treatment group were given books and their parents participated in a family literacy program, while students in the control group and their families received no assistance. Surprisingly, the researchers found no significant effect on reading comprehension and vocabulary between the students in the treatment group and the control group. In contrast, Allington et al. (2013) found that simply distributing self-selected books for students to read during the summer improved students reading achievement as much as attending summer school. Likewise, Lundstrom (2005) reported on a program in which a summer bookmobile provided books to students during the summer months and found that elementary-aged students experienced an increase in fluency from 22% to 76%.

White and Kim (2008) investigated 400 third through fifth grade students to learn about their summer reading habits. Findings revealed that when students were matched with books that piqued their interest and were on their reading level as well as having parents that helped scaffold their reading comprehension, they were more engaged in reading and demonstrated an increase in their reading achievement.

In short, when students do not read in the summer they can lose reading skills. However, when students read for pleasure in the summer, they are more likely to maintain or make gains in the reading skills. Understanding students' belief systems and habits may help to encourage self-initiated pleasure reading.

Summary of Chapter 2

Family literacy can support or hinder children's literacy development. Often home literacy supports children's literacy development, but there can be a mismatch between home and school expectations. The funds of knowledge perspective argues that school should more actively learn about the literacy skills students bring to school in order to connect those skills to academic expectations. According to Pearson and Goodin's (2010) study of the decrease in classroom leisure reading, high-stakes testing has replaced the target of reading for pleasure and fostering a love for reading in our schools. Finally, research on parents' and children's perceptions of literacy, though limited, indicates that a person's perspective does indeed influence literacy development. However, more research is needed to understand parents' and children's perception of literacy, particularly reading for pleasure outside of the school day.

Reading for pleasure can influence students' reading comprehension, vocabulary development, and general knowledge development. While most teachers do provide time for students to read for pleasure during the school day, or week and summer reading program that encourage students to read for pleasure seem to be beneficial, little is known about students reading for pleasure outside of school during the academic year. To that end, a mixed methods investigation was employed to guide the methodology and methods of the study.

Chapter 3

Methodology and Methods

In light of the increasing number of CLD students in schools in the U.S. (U. S. Department of Education, 2007a), there is need to learn about students whose home lives may differ significantly from those of mainstream, middle-class families. Thus, the purpose of this current study was to investigate CLD third and fifth grade students' and their parents' perceptions of home literacy in general and reading for pleasure outside of school in particular, as well as to investigate students' pleasure reading habits outside of school during the school year. A phenomenological approach (Creswell, 1998) using mixed methods was used.

A phenomenological approach was selected to guide this study because it permits the researcher to explore the lived experiences of the participants resulting in new knowledge (Creswell, 2002; Patton, 2002). The purpose of a phenomenological approach is to (a) discover more about a phenomenon in a natural setting, (b) obtain details from being highly involved in the actual experience, (c) understand and interpret a participant's perception on the meaning of an event, and (d) collect data that leads to identifying common themes in people's perceptions of their experiences (van Manen, 1997). Phenomenology is a well-established methodology in educational research and has been used to examine perceptions and belief systems in various studies such as (a) parents' reading belief systems (DeBaryshe & Binder, 1994), (b) doctoral students' perceptions of reading empirical literature (Johnson & Onweugbuzie, (2010), (c) assessing parental beliefs in early childhood (Crosby, 2005), and (d) teachers' perceptions of word callers (Meisenger, Bradley, Schwanenflugel, & Kuhn, 2010). This

study used mixed methods; qualitative data collected included two interviews with students, a parent interview, student reading logs, and field notes while quantitative data consisted of student and parent surveys.

Overview of Research Design

This study was conducted in three stages. In Stage 1, I obtained Institutional Review Board (IRB) approval and permission by the school district to conduct research and then I recruited participants. In Stage 2, I collected data. Table 1 presents the timeline of data collected during this 20-week study. In Stage 3, I analyzed the data using a thematic analysis approach. In the subsequent sections, I describe the methods employed for collecting and analyzing the data.

Table 1

Timeline of Data Collected

Extended Time Out of School	Days Out of School	Data Collected	Date Collected
Winter Break beginning January 1 st	6 Days	Pleasure Reading Log Student Interview 1 Field Notes	January 2015
Weekends in January	7 Days	Pleasure Reading Log Parent Interview 1 Field Notes	January 2015
Martin Luther King Jr. Birthday Holiday 1/19	1 Day	Pleasure Reading Log	January 2015
Early Release 1/21	1 Day	Pleasure Reading Log MRP Field Notes	January 2015
Parent Teacher Conferences and President's Day Holiday 2/12-2/16	5 Days	Pleasure Reading Log ERAS Field Notes	February 2015
Early Release 2/25	1 Day	Pleasure Reading Log	February 2015
Weekends in February	8 Days	Pleasure Reading Log	February 2015
Teacher Work Day 3/13	1 Day	Pleasure Reading Log	March 2015
Spring Break 3/16-3/20	5 Days	Pleasure Reading Log	March 2015
Weekends Ending on March 22	7 Days	Pleasure Reading Log	March 2015
None		Student Interview 2 Field Notes	March 23-April 3, 2015
None		Pleasure Reading Log Interview Field Notes	April 3, 2015
Evenings during the school week	57 Evenings	Pleasure Reading Log	January 1-March 22
42 Days 57 Evenings 99 Total			

Data Collection

Qualitative Data

Qualitative data included (a) transcripts of two semi-structured interviews with students, (b) student out-of-school pleasure reading logs, (c) observational field notes, and (d) parent semi-structured interview (adapted from Debaryshe & Binder, 1994). All participants were interviewed individually, and interviews took place in a quiet office in the school with the exception of one parent interview of which was conducted over the phone due to scheduling issues. Data on students' reading and language abilities also was gathered. Data was organized using HyperResearch qualitative analysis software.

Student interview protocol. Students were interviewed at the beginning and end of the study using an interview protocol adapted from "Questions for Identifying Family Culture of Literacy" (Johnson, 2010). See Appendix C and Appendix D for more information. The first interview consisted of 28 semi-structured interview questions about students' (a) interests recreational reading, (b) beliefs and practices related to reading in general, (c) literacy environment, and (d) future as literate students and parents. To understand students' perceptions of reading for pleasure outside of school during the school year, it was important to interview students soon after returning from extended time away from school. Thus, the first student interview was conducted in early January during the week immediately after winter break, when students were returning from 18 days out of school. During the first interview, students were shown an informative family literacy YouTube video (Appendix H) explaining the various activities considered to be out-of-school literacy (e.g., texting, reading instructions, writing grocery lists, filling out school forms). Each student was shown how to complete the student out-of-school

Pleasure Reading Logs (Appendix J), which is more fully described after later in this section.

The second interview was conducted at the end of the study in late March and early April. It consisted of 12 open-ended questions regarding the students' literacy habits in social contexts and grounded in reader response theory, plus a review of the students' pleasure reading log (Appendix J).

Student pleasure reading logs. Each student was given a Pleasure Reading Logs (PRL) in early January to record the types of pleasure reading activities they participated and to reflect their literacy practices outside of school. The PRL (Appendix J) was a folder with calendars from January through April that contained a chart displaying a variety of literacy practices that might occur outside of school. Students recorded the literacy activities they participated in outside of school (weekends, winter break, holidays, district early release days, snow days, teacher work days, and spring break). Parents helped their child to complete the logs each evening, and PRL was submitted each Friday for review. Students were reminded to engage in their normal literacy practices.

Parent interview protocol. A parent for each of the student participants was asked to participate in one semi-structured interview at the beginning of the study. Before each interview, the parent was shown the same family literacy YouTube video presented to student participants. The interview, typically 45 minutes in length, followed. The parent interview protocol (see Appendix E) was adapted from Debaryshe and Binder's (1994) Parent Reading Belief Inventory (PRBI). The 22 items on the PRBI were designed to examine parents' literacy and language development beliefs and are categorized in five

scales: (a) affect domain, (b) participation, (c) resources, (d) environment, and (e) efficacy. Rather than using the 4-point Likert scale used in the PRBI, open-ended questions were asked to allow for a conversational format. The interviews were digitally recorded and then transcribed within two days of the interview. Demographic information was also collected during the interview.

Field notes. Field notes were taken during each interview. For example, in the field notes dated January 26, 2015, I recorded the observations of Abbey's mother, who is of Samoan ethnicity:

January 26, 2015

(4:05 p.m.) Abbey's mother, Mrs. X, is a confident woman who seems comfortable in the school setting. We greeted each other and she sat on the student chair that may have been too short for comfort. I need to make sure that I provide seating that is appropriate for the rest of the interviewees. She thanked me for "choosing" (her words) Abbey to be in the study because she said she needs to work on her reading at home. I wonder if she thought I would be tutoring her daughter. I made sure to clarify my intentions for working with Abbey. She was still thankful and I knew that she saw this study as a positive influence in Abbey's reading practices. Throughout the interview, Abbey's mother did not hesitate to answer any of the questions and responded 'as a matter of fact' and candidly. I told her that I appreciated her willingness to help me learn more about reading for pleasure outside of school and she said that she does what she can to help teachers. (5:00 p.m.)

Quantitative Data

Motivation to read profile. The Motivation to Read Profile (MRP; Gambrell, Palmer, Codling, & Mazzoni, 1996) is an instrument designed to assess second through six grade children's self-concepts as readers and the value they see in reading (Appendix F). The MRP consists of a survey and a conversational interview that can be used together or separately. Parents completed an Adolescent Motivation to Read Profile (AMRP; Pitcher, Albright, DeLaney, Walker, Seunarin Singh, Mogge, Headley, Ridgeway, Peck, Hunt, & Dunston, 2007). Like the MRP, the AMRP measures young adults' self-concepts as a reader and the value they see in reading; and it consists of a survey and an interview. Parents were only given the survey because the interview questions overlapped with the parent interview.

Elementary reading attitude survey. The Elementary Reading Attitude Survey (ERAS; McKenna & Kear, 1990) was administered to student participants. The ERAS survey assesses first to sixth grade students' attitudes toward academic reading and recreational reading. The ERAS consists of ten questions related to recreational reading and ten questions related to academic reading. McKenna and Kear (1990) offer two ways to interpret scores: by describing students' attitude as "happy, slightly happy, slightly upset and upset", or by converting raw scores into percentile ranks.

Word reading fluency and reading level. To determine students' reading abilities, the district administers the AIMS Web reading assessment. AIMS Web determines a student's fluency with the Reading Curriculum Based Measurement (R-CBM) and sentence level comprehension (MAZE). For the R-CBM, first through fifth grade students are given three grade level passages to read aloud in 60 seconds to read

each passage aloud. The word count and errors from each cold read are averaged into one score for the student. For the MAZE, students are given a passage to read with every seventh word missing. Students are then given a choice of three words and expected to circle the word that best completes the sentence. Students are given three minutes to read each passage silently.

Language abilities. To determine students' first language and the extent of English spoken at home, the district administers the Language Assessment Scales (LAS) and the Kansas English Language Proficiency Assessment (KELPA). For all seven participants, English was identified as their first language, and none of the students were classified as ESL students by the school district. Therefore, the participants in this study did not take the KELPA. However, all participants in the study indicated that a language other than English is heard and spoken in the home.

Method

Research Site

The present study was conducted at David Street Elementary School (DSES; school and participants were given pseudonyms). DSES is located on the outskirts of a city in the Midwest region of the United States and serves students from low SES homes, with over 91% of the students' qualifying for free or reduced lunch. Students at DSES are classified as 48% European American, 32 % African American, 8% Hispanic, and 12% Native American or other. This school was selected for its high numbers of CLD families, students' underperforming reading scores, and the school and students' willingness to participate in the study.

Participants

Upon approval of the principal and district's director of curriculum and instruction, I contacted the 9 third, fourth, and fifth grade teachers at the site in an effort to enlist the cooperation of one teacher per grade level to be a point of contact during the study. Three English Language Arts teachers responded to the request to serve as a point of contact for the study. Upon receiving the criteria for the study, teachers identified all students who they believed met the criteria needed in order to participate in the study: (a) identify with an ethnicity other than Caucasian according to school records, (b) have had no prior intervention pertaining to specific home literacy development, (c) may or may not be identified as an English Language Learner (ELL), (d) speak a second language and/or a second language is spoken in the home, (e) have a parent willing to participate in the study, and (f) qualify as a general education student rather than a student with an Individual Education Plan.

Parents and children were then recruited to participate. In total, seven student-parent dyads participated. Seven mothers participated in this study along with their child who was either in third or fifth grade. In total, six females and one male participated in the study. All participants came from CLD backgrounds. Demographic information about the students and the parents are provided in Tables 2 and Table 3 respectively. A more detailed description of the student-parent dyad follows.

Table 2

Student Demographic Information

Student	Grade Level	Age	Gender	Ethnicity	ELL	Future Desired Career	Reading Level
Marta	3 rd	8	Female	Latino	No	dentist	2.5
Diana	3 rd	10	Female	Puerto Rican/Cuban	No	doctor	1.3
Hilda	3 rd	8	Female	Latino/German	No	doctor	2.5
Juan	3 rd	8	Male	Latino	No	basketball player	2.7
Abbey	3 rd	9	Female	Samoaan	No	writer/doctor	4.7
Sara	5 th	11	Female	Puerto Rican/Honduran	No	veterinarian/librarian	3.9
Salma	5 th	11	Female	Latino	No	Work for Veteran's Administration (VA)	2.9

Table 3

Parent Demographic Information

	<u>Ethnicity</u>	<u>Age Range</u>	<u>L1/L2</u>	<u>Highest Level of Education</u>	<u>Free/Reduced Lunch</u>	<u>Occupation</u>	<u>Family Newcomer Status</u>
Martha's Mother	Latino	Over 40+	English/Spanish	10 th Grade	Yes	Unemployed	No
Diana's Mother	Puerto Rican/Cuban	35-40	English/Spanish	3 years of college	Yes	Housewife	No
Hilda's Mother	Latino/German	25-30	English/Spanish	Some college hours	Yes	Stay-at-home mom	No
Juan's Mother	Latino	30-35	English/Spanish	College hours	Yes	Unemployed	No
Abbey's Mother	Samoaan	30-35	English/Samoan	College	Yes	Nurse	No
Sara's Mother	Puerto Rican/Honduran	30-35	English/Spanish	Associates Degree	Yes	Preschool Teacher	No
Salma's Mother	Latino	35-40	English/Spanish	H.S. Graduate	Yes	VA Clinic	No

Marta and Mother. Marta, a third grade student, is an eight year old Latina who lives with her mother and sister. Marta is a shy child and smiles often, and her teacher describes her as well-behaved. During interviews, Marta gave short answers and shrugged her shoulders, thus she often needed prompting to help her to expand on her responses. The winter AIMS Web R-CBM identified Marta as reading at a 2.5 grade fluency level, which is approximately 10 months behind the typical reading level of a third grade student at midyear when the study was conducted.

Marta's mother is over 40 years old and of Latino decent; Marta's biological father is also of Latino descent and currently does not live in the home. Marta's mother formal schooling ended at tenth grade, and she was unemployed during the time of the study. She shared that English is the language spoken in the home, although they are all fluent in Spanish.

Diana and Mother. Diana is a ten-year-old biracial (Puerto Rican/Cuban) third grade student who lives with her mother, father, and one sister. Typically, ten-year-old students are in fourth grade, so Diana slightly older than her peers. Diana was cooperative during the study, and she seemed confident when giving responses, which were often extensive. The winter AIMS Web R-CBM identified Diana as reading at a 1.3 grade level, which is approximately two years and two months behind the third grade in the fifth month reading level.

Diana's mother is between 35 to 40 years old and of Puerto Rican decent and Diana's father is Cuban. Diana's mother identified English as their first language (L1) although Spanish is also spoken in the home. With respect to literacy, Diana's mother explained that she is not a "big reader" and only reads what is necessary.

Hilda and Mother. Hilda is an eight-year-old Latina third grader who lives with her mother, father, two sisters, and a brother. Hilda is a confident student and was well behaved during the interviews. The winter AIMS Web R-CBM identified Hilda as reading at a 2.5 grade level, which is approximately one year behind the third grade level in the fifth month.

Hilda's mother is between 25 and 30 years old; she stated she is of Hispanic decent and that Hilda's father is German. Although Hilda's mother speaks Spanish fluently, she identified English as the L1. Hilda's mother has completed high school, and she is currently taking college courses but is not employed. She also recently had a baby.

Juan and Mother. Juan is an eight-year-old Latino third grade student who lives with his father, mother, two brothers, and a sister. Juan is a reluctant student who smiles often and is well-mannered. During interviews, Juan gave short answers and often said, "I don't know." He did change his demeanor to a more enthusiastic pace when he discussed basketball. The winter AIMS Web R-CBM identified Juan as reading at a 2.7 grade level, which is approximately eight months behind the third grade level.

Juan's mother is between 30 and 35 years of age and described herself as Hispanic. Juan's father is African American. The languages spoken in their home are English and Spanish, with English identified as the L1.

Abbey and Mother. Abbey is a nine-year-old Samoan third grade student who lives with her father, mother, aunt, and three cousins. Abbey is a quiet but confident student. The winter AIMS Web R-CBM identified Abbey as at a 4.7 grade level, which is approximately one year and seven months above the third grade level.

Abbey's mother is between 35 and 40 years old and of Samoan ethnicity, as is her father. The languages spoken in her home are English and Samoan; however, she identifies English as the family's L1. Abbey's mother is a registered nurse, and she is taking classes in the evening.

Sara and Mother. Sara is an eleven-year-old biracial fifth grader who lives with her father, mother, and two siblings. Sara's mother is Puerto Rican and her father is Honduran. Sara is an outgoing and mature student who seldom smiles and is known as a "tough girl" by her teachers. During interviews, Sara spoke softly, gave short answers, and, at times, simply stated that she did not know the answer. Unlike her peers, Sara seemed to be mistrusting of adults she did not fully know. The winter AIMS Web RCBM identified Sara as reading at a 3.9 grade level, which is approximately one year and six months behind the fifth grade level.

Sara's mother is between 30 and 35 years of age and identifies herself and Sara's father as Honduran. While Sara's mother acknowledged speaking both English and Spanish are spoken at home, she identified English as the L1. Sara's mother is a preschool teacher.

Salma and Mother. Salma is an eleven-year-old Latina fifth grade student who lives with her mother and sister. Salma is a quiet student who did not smile often and is more of an introvert, according to her teacher. During interviews, Salma gave short answers and shrugged her shoulders, so she often needed prompting to provide more elaborate responses. The winter AIMS Web R-CBM identified Salma as reading at a 2.9 grade level, which is approximately two years and six months behind the fifth grade level.

Salma's mother is between 35-40 years of age, and she and Salma's biological father are both of Latino decent. Salma's mother identified English at the L1, but she speaks Spanish fluently and both English and Spanish are spoken at home. Salma's mother indicated that she completed the twelfth grade but that she did not graduate from high school; she currently works as a secretary for the Veteran's Administration (VA). Her ex-husband, who is not living in the home, is Caucasian.

Procedures

Stage 1: Preparing for the Study

In December of 2014, I obtained written permission and access to the site by both the district assistant superintendent and the school principal. I then sent a concise but informative email to the third, fourth, and fifth grade reading teachers in an effort to recruit one teacher at each grade level to serve as the point of contact for the study. Three teachers agreed to assist me, with the understanding that their assistance would be voluntary and completely optional.

Upon IRB approval, recruitment flyers were distributed to all third through fifth grade students who teachers believed met the criteria previously described. The teachers identified 47 students meeting the criteria for the study, and recruitment flyers were discreetly sent home with these students. Eight students returned the letter expressing interest to hear more about the study, and a parent meeting was arranged in December 2014. One parent was unable to participate due to her work schedule, leaving seven total students and their parents participating in the study. Teachers also provided fluency and reading levels from the student's winter R-CBM and MAZE scores for all the participants. Table 4 presents these results.

Table 4

Student Fall AIMS Web Scores

Student Fall AIMS Web Scores						
Student	Grade	RCBM	Summary	MAZE	Summary	Reading Level
Marta	3 rd Grade	91 WPM	Average	8.0	Below Average	2.5
Diana	3 rd Grade	35 WPM	Well Below Average	6.0	Well Below Average	1.3
Hilda	3 rd Grade	90 WPM	Average	11.0	Average	2.5
Juan	3 rd Grade	98 WPM	Average	9.0	Below Average	2.7
Abigail	3 rd Grade	155 WPM	Above Average	14.0	Average	4.7
Sara	5 th Grade	123 WPM	Average	12	Below Average	3.9
Salma	5 th Grade	95 WPM	Below Average	16	Below Average	2.9

Stage 2: Collecting the Data

It was important that the students become familiar with me, so in December I met with each of the seven students briefly in the school conference room and shared my background as a teacher and my hobbies. The students were then allowed to share their favorite subject in school and discuss their best friends in school. I explained that their parents had given me permission to learn from them and that I would be working with them after winter break for a few months, but that at any time they did not feel like participating, they had the choice to decline.

In early January, I conducted the first interview with students and interviews were digitally recorded. The timing was important as students were asked to discuss literacy activities they participated in during the winter break. As previously mentioned, during this first interview, I also explained the purpose of the Pleasure Reading Log and

modeled how to complete it each evening. Then, throughout the study, I met with each student on Fridays to check their reading logs and to discuss the recorded literacy activities. The Friday meetings helped to keep students accountability. I took observational jottings of the interactions with each student from the time I picked them up from their classroom to the time I escorted them back. I recognized that students often shared with me their literacy activities as we walked and talked. Near the end of January and in early February, I administered the MRP and ERAS to each student. Because most students were reading below grade expectation, I read the survey items aloud. Table 5 presents the number of sessions and time spent collecting data with each student.

Table 5

Total Number of Minutes Collecting Data with Each Student

<u>Type of Session</u>	<u>Marta</u> Length of Session (Minutes)	<u>Diana</u> Length of Session (Minutes)	<u>Hilda</u> Length of Session (Minutes)	<u>Juan</u> Length of Session (Minutes)	<u>Abbey</u> Length of Session (Minutes)	<u>Sara</u> Length of Session (Minutes)	<u>Salma</u> Length of Session (Minutes)
1 st							
Interview	58	60	45	45	40	60	55
Reading Log Checks							
MRP	80	80	80	80	80	80	80
ERAS	20	30	33	20	25	20	20
	15	15	15	15	15	15	15
2 nd							
Interview	45	45	45	45	45	45	45
<u>Total Minutes</u>	218	230	205	205	215	220	215

Next, I contacted parents to schedule their interviews (Appendix E) and to administer the adolescent MRP (Appendix G). I offered to meet with all parents' at their most convenient location in places such as their home, a public place, or at the school. I met with six parents at the school and conducted a phone interview with one parent due

to her work schedule. All interviews were digitally recorded. Some parents chose to complete the MRP at the site while others took theirs home and returned it the next day in their child's backpack. All data were collected by April 2015. In the following section, I describe how I analyzed the data.

Stage 3: Analyzing the Data

Qualitative data analysis followed a thematic analysis design (Boyazis, 1998) and proceeded in three phases. During Phase One, data were transcribed verbatim and transcripts were read multiple times as notes were made in the margins. Multiple readings assisted in becoming familiar with the responses and identifying patterns and themes. That is, I identified commonalities and differences in students' and parents' responses regarding perceptions of their own reading beliefs and how they made sense of the literate world around them. I then separated the responses into parts or units (Glaser & Strauss, 1967) and then extracted the repetitive significant statements.

During Phase Two, tentative themes, ideas, and patterns from the data were coded. Initially, 70 codes were identified. Through a process of "boiling down" to the essential information pertaining to pleasure reading and identifying phrases that were mentioned significantly more often, 23 codes were employed in the final analysis. See Appendix O for the coding manual.

Finally, in Phase Three, I generated category and subcategory heading titles, noting similarities and differences across student/parent dyads with the use of the HyperResearch software.

With respect to the ERAS, I followed the administration and scoring protocol to calculate the recreational, academic, and total raw scores, and then determined percentile

ranks for each student. Similarly, I followed the administration and scoring for the MRP and AMRP to calculate raw scores and determine a percentage score for the Self-concept as a Reader and Value of Reading categories.

Validity

As with all research studies, I recognize that threats to descriptive, interpretive and internal validity may exist and warrant comment. (Burgess, Bengue, Onwuegbuzie, & Mallette, 2012; Marshall & Rossman, 2011). These are identified and addressed in the subsequent sections.

Researcher as Instrument

As with all qualitative studies, the data analysis process is inevitably influenced to a degree by a researcher's background and theoretical perspectives. I took several steps to ensure the reliability and validity of the data. First, I acknowledged my role as a researcher. Because I am from a Latino ethnic background and was raised in a culturally, linguistically, and economically diverse home, several biases need to be anticipated and addressed: How does my background help or hinder my relationships with my participants? Whose understandings do I use in my research? How does who I am affect my study? To answer these questions, I wrote an autobiographical account or narrative beginning before the study (Clandinin, Pushor, & Orr, 2007). This narrative beginning process took place prior to data collection and was based on my perspective as a former teacher, female, and Latina from a low socioeconomic background. These characteristics, some of which may mirror those of the participants in this study, provided a lens into the cultural aspects of the study to add a level of "quality" to qualitative research (Mertens, 1998). Throughout the study, I wrote accounts of individual experiences to retain

sensitivity and not essentialize the participant's experiences. These accounts supported my effort to remain objective during all interviews and analysis. I positioned myself as a learner in relation to the participants in this study by assuming that the families were more knowledgeable about their lives and experiences than I was. I aimed at viewing the data from their eyes (Johnson & Crowles, 2009). I consulted with my academic advisor and doctoral peers, and I also conducted member checks by receiving feedback from my participants and made their suggested changes; however, I acknowledge that my interpretation still may differ from how others might interpret the data.

Credibility

Triangulation. As in all studies, there is a possibility of some error in the accuracy of the account. To account for this, I triangulated the data with the use of three or more measures (e.g. MRP interviews, field notes, Pleasure Reading Log, and ERAS) and in order to increase the likelihood that the study would be understood from a variety of perspectives. Methods of triangulation included comparing and integrating findings of the multiple sources employed (Lincoln & Guba, 1985).

Member checking. In an effort to accurately portray the meanings given by the participants, I employed two member checking strategies (Lincoln & Guba, 1985). First, during the interviews, I restated a participant's responses. By stating my understanding or interpretation with participants, they had the opportunity to correct errors or make modifications to my interpretations of their responses. Second, at the end of the interview, I verbally summarized over-all perceptions of my interpretation. This provided participants with an opportunity to both assess the accuracy as well as confirm my understanding.

Peer debriefing. Peer debriefing was employed to verify the information provided. Specifically, I reviewed all transcripts with a professional and knowledgeable researcher to discuss findings and confirm their grounding in the data. I obtained feedback on the coding, interpretation, and description of the data. This same peer also reviewed the work for accuracy and completeness.

In sum, a thematic analysis approach was used to analyze the data. First, as in typical thematic analysis protocol, I used a systematic and verifiable process of “boiling down” data to the essential information. Second, nonessential words were eliminated while coding each participant comment or response. Third, after all comments were entered into the HyperResearch software, common categories and themes emerged. Finally, I generated category and subcategory heading titles, noting similarities and differences across student-parent dyads.

Summary of Chapter 3

The aim of this 20-week mixed methods study was to more deeply understand CLD third and fifth grade students’ and their parents’ perspectives of pleasure reading that occurs outside of school. In this chapter, I provided an overview of the methodology, described the participants, present the data collected and the three phases of the thematic analysis approach used for this study. Results of the study are presented in Chapter 4.

Chapter 4

Overview

In order to capture their perceptions toward pleasure reading, each student completed two semi-structured interviews, documented literacy activities on an out-of-school Pleasure Reading Log, and completed the MRP and the ERAS. Further, the parents in this study participated in a semi-structured interview and completed the AMRP. The results of this study revealed themes within students and parent data in terms of pleasure reading. Overall, the data revealed that students (a) view themselves as responsible for their own motivation to read outside of school, (b) recognize that reading adds to their knowledge base, (c) believe that there are activities that keep them from reading for fun, (d) desire more social interaction about texts they read for pleasure; and (e) have experienced some emotional response to texts. Additionally, parent data suggests that parents believe pleasure reading is beneficial but they do not consistently communicate these benefits to their children. Further, parents desire to learn more ways to increase their child's motivation to pleasure read and they recommend that schools do more to share the research behind pleasure reading.

Profile of Dyads

Marta and Mother

Marta is a third grade Latino student whose first language (L1) is English; however, she indicated that Spanish is also spoken in the home. Marta is reading at a 2.5 grade level and when asked how she felt toward pleasure reading at home, her response was positive. Marta shared that she enjoys reading stories such as *The Cat in the Hat* and about girls who share common traits with her, as well as magazines at home.

Interestingly, Marta's mother indicated that Marta reads on a tablet, although Marta did not mention this. Marta also describes herself a good reader who knows that reading is important and will help her to achieve her goal of becoming a dentist.

Marta said that her mother does talk to her about the importance of reading and has told her that it is "good for her" and that "it would help her learn." However, Marta holds herself accountable for reading, and she does not wait for her mother to tell her to read. Even so, Marta prefers playing with her toys, visiting the park, or watching television in the evenings, on weekends, and during holidays, and she is most likely to pick up a book to read only when she is bored.

According to the *ERAS*, Marta ranks at the 96th percentile for both recreational and academic reading, which indicates that she has a very positive attitude towards reading. Figure 1 illustrates students' *ERAS* percentile ranks. Yet, according to the *MRP*, which measures students' self-concept as a reader and how they value reading, Marta scored in the average range. Specifically, she scored a 28 out of 40 (70%) in Self-Concept as a Reader subscale and a 32 out of 40 (80%) in the Value of Reading subscale, with a total of 60 out of 80 or 75% for a score of average. Figure 2 illustrates students' *MRP* percentages.

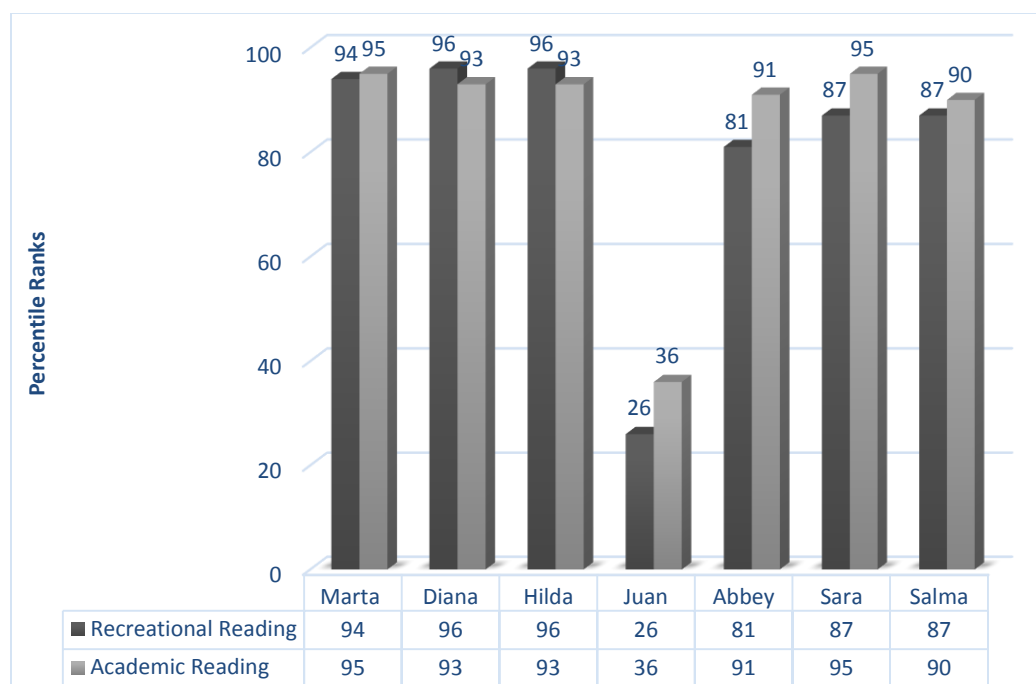


Figure 1. Elementary Reading Attitude Survey. This figure illustrates the students' Elementary Reading Attitude Survey percentile ranks.

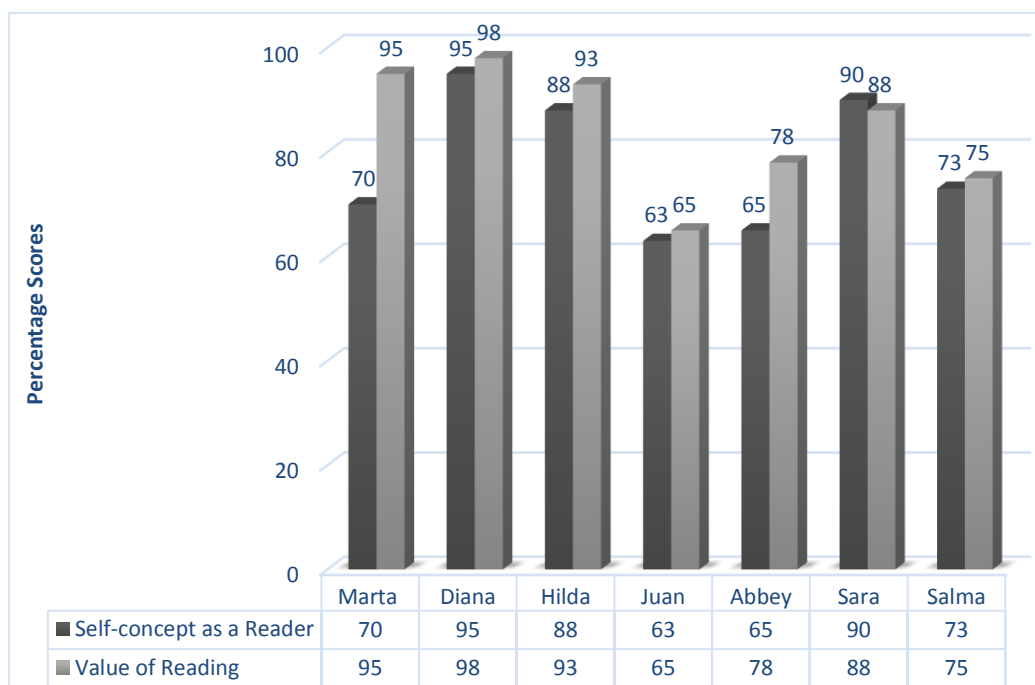


Figure 2. Student Motivation to Read Profile. This figure illustrates the students' Student Motivation to Read Profile percentages scores.

Marta's Pleasure Reading Log entries revealed that from January 6th until the end of the month, she read for pleasure on 2 out of the 25 days, 3 days in February, and 7 days in March, with the majority of her pleasure reading during spring break. Although Marta has a positive attitude toward reading, her average motivation to read as well as her below average reading ability may explain why Marta read for pleasure only 12 days out of 83 days.

Because parents' perceptions of and behavior toward reading can influence their children's perceptions and behaviors toward reading, I administered the AMRP to parents. Marta's mother scored 28 out of 40 in the Self-Concept subscale and 37 out of 40 in the Value of Reading subscale. Marta's mother's has a low perception of herself as a reader and, in turn, engages in limited reading for pleasure; she describes reading at home neither exciting nor not boring. Also, because Marta does not see her mother reading for pleasure, this could influence the types of activities Marta chooses during her free time at home.

Marta's mother's high score in the Value of Reading subscale indicates that she believes reading is necessary to be successful, and this aligns with why she tells her daughter that reading is important. She also considers Marta to be a good reader, even though she is reading below grade expectation, and she encourages Marta to read because she knows that practice will help Marta continue to improve her reading skills. She purchases books for Marta at yard sales, she encourages Marta to read for pleasure, she allows Marta to use a tablet the family owns, and she helps Marta to text her dad and sister. While Marta's mother shared that she has never read about the benefits of reading

outside of school, she expressed a desire to learn ways to encourage Marta to read more at home, and she believed Marta's school could share this information with parents.

In sum, Marta has a positive attitude toward academic and recreational reading, and her mother encourages her to read at home and provides resources. This is important considering that Marta is reading below grade level and increased opportunities to read will improve her reading skills. On the other hand, the Pleasure Reading Log revealed that Marta rarely chose to read during her free time at home. While Marta and her mother did not indicate a lack of resources, if yard sales are the primary source of reading materials, it is reasonable to assume that a consistent variety of materials or materials at Marta's reading level may limit their access. Also, while Marta's mother indicated that Marta had access to a tablet, Marta did not state this in her interview. While Marta may not prefer reading on a device, it may be possible that Marta and her mother are unfamiliar with e-books they could download, many which are free. That is, increasing Marta's access to books at her reading ability that she finds interesting may increase her reading for pleasure at home. Also, providing Marta's mother with guidance may be another way to increase Marta's reading for pleasure at home.

Diana and Mother

Diana is a third grade Latino student whose parents are Puerto Rican and Cuban. She lives with her father, mother, a brother and a sister. Her mother identified English as their first language (L1) but confirmed that Spanish is also spoken in the home. Although Diana is slightly older than most grade three students (10 years old rather than 8 or 9 years old) and she reading at a 1.3 grade level, she has a positive perception of reading both in and out of school. Specifically, based on her results on the ERAS, Diana ranks in

the 96th percentile demonstrating a very positive perception toward reading for both recreational and academic purposes (see Figure 1). According to the MRP, in terms self-concept, Diana scored 38 out of 40 and 39 out of 40 in the value of reading category, placing her reading motivation in the 96th percentile as well (see Figure 2). During the interviews, Diana stated that she enjoys reading to “find out what is going to happen next,” and she likes reading about Judy Moody, a children’s book character she considers “funny”; about Helen Keller, a book she checked out of the school library; and she particularly enjoys reading about “girls in adventures.” To locate books, Diana visits the public library weekly with her grandmother. Diana also indicated that she tends to read when she is bored and that she enjoys playing outside and watching television in her free time.

According to her Pleasure Reading Log, Diana read for pleasure 51 out of 99 days, or 52% of the time allotted for the study, and she recorded visiting the public library an average of 14 days per month. Log entries further revealed that she also read on her computer and wrote a story for fun. The log data demonstrates that Diana engaged in literacy activities on a regular basis.

Finally, Diana said that her father has shared that reading is going to help her “be better at reading and that college will be easier” if she read as a child. This aligns with Diana’s desire to become a doctor and her awareness that reading as a vital prerequisite to that goal, stating, “You have to read a lot and study to be a doctor. I want it to not be hard in college so I am reading. I want to help everybody feel better so I want to be a doctor.” She also stated that her parents have told her in the past to “study and read lots of things,” but they also share funny texts with her on their iPhone.

What parents believe about literacy influences their children's reading practices outside of school. To consider Diana's mother's self-perceptions as a reader, she also took the AMRP and scored 40 out of 40 in the Self-Concept portion of the survey and 31 out of 40 in the Value of Reading category. This was confirmed in the interview when Diana's mother indicated that she was herself as a good reader but that she does not always read for enjoyment but only when necessary.

When talking about her daughter, Diana's mother indicated that she has not consistently communicated the benefits of reading outside of school. She also implied that at times, it could be challenging to encourage Diana to read at home, but she shared that it was much easier to convince her when their internet was connected. However, at the time of the study, the family had no internet access. Diana's mother indicated that Diana did have access to literacy materials and "she didn't need any more materials" because Diana visited the public library on a regular basis. She also indicated that Diana read "small books," not chapter books, because she was only in third grade." Last, Diana's mother communicated a willingness to encourage reading for pleasure at home if she knew better ways to do so.

Hilda and Mother

Hilda is a third grade Latina student whose first language (L1) is English; however, Spanish and German is also spoken in the home. She lives with her parents, one sister, and one brother. Hilda is reading at a 2.5 grade level, and when compared to the other participants, expressed a more positive perception of reading than the majority of the participants. Hilda shared that she owns and reads many books and magazines, and she reads for pleasure on her iPad at home. She also stated that her both of her parents

and grandparents have purchased many books that she has in her home, and they have gone as far as to obtain a book light for reading in the dark. Hilda indicated that her family takes her to the public library although less often since the recent birth of her baby sister. In addition to reading for pleasure Hilda also enjoys playing with her sister after school. Although Hilda said that playing with her baby sister takes time from pleasure reading, this is an important family activity. Finally, Hilda stated that she would like to become a doctor, and she said that her parents tell her reading will help her become a doctor.

Hilda completed the ERAS and ranked in the 96th percentile (see Figure 1). This percentile rank describes a very positive perception toward both recreational and academic reading. By the same token, Hilda's MRP scores revealed a very high perception of reading as well, with a score of 39 out of 40 (96%) in her Self-Concept as a reader and 37 out of 40 (93%) in the Value of Reading category (see Figure 2). Hilda's positive attitude toward and perception of reading is in line with her interviews, as well as her reading log. According to Hilda's Pleasure Reading Log, she engaged in pleasure reading on five out of the 25 days in January, ten days in February, and eighteen days in March. Further, Hilda reported reading four of the five days of spring break.

Hilda's perceptions of reading closely align with her mother's AMRP results. Hilda's mother scored 40 out of 40 in the Self-Concept subscale and 37 out of 40 in the Value of Reading subscale. Hilda's mother's perceptions and actions also align in that she has discussions about what she has read with her daughter and she helps her daughter with comprehension by asking Hilda questions after she reads. Further, she provides recipe books, digital texts, and allows Hilda to search for information on the internet.

In summary, Hilda has a positive attitude toward reading and she participates in pleasure reading activities during the school year. Her family members support this love of reading by providing a variety of literacy materials, modeling reading, and communicating the value of reading outside of school. Yet, despite this literacy rich environment outside of school, Hilda is reading below grade level.

Juan and Mother

Juan, a third grade Latino student, resides with his mother, father, two brothers, and a sister. His mother identified English as their first language (L1); however, she indicated that Spanish is also spoken in their family. Juan reads at a 2.7 grade level, and he was aware that he does not read as well as some of his friends. Juan also said that his mother tells him that reading is like an adventure and would teach him “words and how smart people talk.” Yet when asked how he felt about reading at home, Juan said that he “read a little bit” but prefers to “do math.” Also, during his free time, he prefers to play video games but he would read when his mother asked him to take a break from video gaming. Juan also shared that he does occasionally read on his computer and he has books to read at home. Juan obtains books from the public or school library; however, he believes libraries are “a boring place to spend time.” Finally Juan shared his goal of becoming a professional basketball player but ended the discussion noting that he was not sure what he wanted his career to be as an adult. He also revealed that he “will spend very little of his time reading when he grows up.”

Juan’s ERAS score was 26 out of 40 (26%) in recreational reading and a score of 25 out of 40 (36%) in academic reading. Overall Juan is in the 28th percentile for 3rd grade students, which indicates a negative attitude toward reading. Also, compared to

other participants in the study, he had the lowest percentile rank (see Figure 1). Along the same lines, Juan's MRP results show that he has a low motivation toward reading.

Specifically, Juan scored 25 out of 40 (63%) in the Self-Concept subscale and 26 out of 40 (65%) in the Value of Reading subscale (See Figure 2)

Despite his poor attitude toward and motivation to read, Juan's Pleasure Reading Log was surprising. While Juan did not read for pleasure in January, he did record reading 12 days in February, and 14 days in March. However, during the second interview, Juan revealed that on some of the recorded days, he read anywhere from 5 to 20 minutes at the most.

Juan's mother scored 37 out of 40 (93%) in the Self-Concept subscale and 39 out of 40 (98%) in the Value of Reading subscale of the AMRP. Although Juan's mother has a strong self-concept as a reader, she values reading, and she models pleasure reading in the home each day, her love of reading has not influenced how Juan feels about reading for pleasure. For example, she stated that Juan lacks the self-initiative to read for pleasure but he would read when he was told to take a break from other play activities. Finally, Juan's mother indicated that the family owned hundreds of books; however, she also stated that they owned only "some kid books" and Juan needed more chapter books to read.

Overall, Juan exhibits a negative feeling toward reading but his Pleasure Reading Log revealed that Juan did participate in pleasure reading. However, based on his interview, he may be reading for only a short period of time. Although it is unclear why he is reading for a short period to time, it could be that is poor attitude toward reading, a lack of high-interest reading materials in his home or materials that are at his instructional

reading level, or he prefers to do other activities during his free time. Juan's mother considers herself an avid reader and clearly values reading, but her love for reading has not transferred to Juan. She exhibited some frustration in her effort to motivate Juan to read for pleasure but did recognize that providing more books and additional strategies for encouraging pleasure reading, might be helpful.

Abbey and Mother

Abbey is a Samoan third grade student whose first language (L1) is English, although her mother said that Samoan is spoken daily in the home. She lives with her parents, Samoan aunt, and three cousins. Abbey is reading at a 4.7 reading level, and she reads books written in her second language. Although Abbey is reading well above level in reading, she views herself as "reading about the same as my friends" and shared that she worries about what others think about her reading. When asked about how she feels about reading for pleasure, Abbey responded that it made her happy and that it will make her smarter. She further shared her ambition to become a doctor and knows that reading will help her in that endeavor. Abbey said she enjoys reading books, school-related notes, and recipes. She also shared her desire to have more social interactions around texts she reads for pleasure. However, Abbey indicated that she typically reads when she is bored and when it is too cold to play outside. In addition to reading and playing outside, Abbey also likes to play games on her computer although she does not have internet access. Finally, she stated that she does not recall her mother telling her about the benefits of reading outside of school and she believes her mother does not like to read.

Based on her ERAS results, Abbey ranks at the 89th percentile for both recreational and academic reading, which translates to a positive attitude toward reading.

Specifically, Abbey scored 35 out of 40 (81%) in recreational reading and 36 out of 40 (91%) in academic reading (see Figure 1). Based on the MRP, Abbey scored 26 out of 40 (65%) in the Self-concept as a Reader subscale and 31 out of 40 (78%) in the Value of Reading subscale, with a total of 71%, which is considered a lower average motivation to read (see Figure 2). Her low self-concept is surprisingly since Abbey is reading above grade level, but it does align with her concern about what others think about her reading.

The entries in Abbey's Pleasure Reading Log indicate that from January 6th until the end of the month, she did not read for pleasure outside of school. She indicated that the family was in transition from moving to another home and welcoming extended family members into the home. However, she reported reading 11 days of the 28 days in February and 11 days of the 22 days in March with the majority of reading occurring during each day of spring break.

Based on the AMRP, Abbey's mother scored 34 out of 40 (85%) in the Self-Concept subscale and 32 out of 40 (80%) in the Value of Reading subscale. Abbey's mother has a total percentage score of 83%, which indicates a slightly above average motivation to read. Abbey's mother indicates that Abbey does reads for pleasure but it is challenging to keep Abbey reading for long periods of time. Abbey's mother also said that she has never read about the benefits of reading outside of school although she knows that any reading Abbey does will make her a better reader. She expressed a desire for the school to share ideas or research about ways to encourage reading outside of school.

To summarize, Abbey reads above grade level but she views herself as a below average reader. Abbey indicated that she enjoys pleasure reading, which aligns with her reading log and revealed that she read for pleasure during spring break.

Sara and Mother

Sara is a fifth grade biracial student whose first language (L1) is English but Spanish is also spoken in the home. Sara's mother identified herself as Puerto Rican and Abbey's father is Honduran; Sara lives with her parents, brother, and sister. When asked about her reading abilities, Sara stated that she is a very good reader; however, her teacher reported that she is reading at a 3.9 grade level, which is below grade level. Sara indicated that she enjoyed reading for pleasure specifically reading about "a group of girls and their experiences." She also shared that she reads magazines, internet texts, text messages, and the instructions or story lines of video games. Sara also shared the desire to have friends who read and discuss books. She does consider herself a good reader, which prompted her to state that she wants to be a librarian or a veterinarian as an adult. However, she prefers her cell phone over writing and reading. Although she does own books, they are not varied and she does not have access to digital texts, nor did she have internet in her home at the time of the study. Sara further indicated that her participation in sports during her evenings keep her from pleasure reading.

According to the ERAS, Sara ranks at the 86th percentile, demonstrating a slightly positive attitude toward reading for both recreational and academic purposes. Specifically, she ranked in the 87th percentile for recreational reading and in the 95th percentile for academic reading (see Figure 1). Based on her MRP results, Sara scored in

the slightly above average range. A closer look at Sara's MRP scores reveals 90% in her Self-concept as a Reader and 88% in the Value of Reading subscale (see Figure 2).

Sara's Pleasure Reading Log entries showed that from January 6th until the 31st, she read for pleasure 9 out of the 25 days, 17 days in February, and 14 out of the 23 days in March. Interestingly, Sara read every day during spring break with the primary text being a computer or texting.

To determine Sara's mother's perception of herself as a reader, I administered the AMRP. Sara's mother scored 38 out of 40 (95%) in the Self-Concept subscale and 34 out of 40 (85%) in the Value of Reading subscale for a total of 90% in overall motivation to read. These scores indicate that she views herself as an above average reader and she values reading. As a preschool teacher with some experience in assisting illiterate parents, Sara's mother sees firsthand the value of literacy. When asked about her daughter's reading habits, Sara's mother stated that she typically reads for homework assignments. She also indicated that she takes Sara to the library each week, purchases literacy materials for her, and discusses with Sara what she is reading in her textbooks. Finally, Sara's mother indicated that she does not recall reading research on the benefits of reading outside of school but she knows that "any reading makes Sara's reading better." She expressed a desire to hear more on research regarding the ways to encourage reading outside of school.

To summarize, Sara reading below grade level but she has a positive attitude toward reading and is motivated to read. Her Pleasure Reading Log shows that she does participate in pleasure reading and frequently visits the public library. Further, Sara's mother does discuss the value of reading and provides a rich literacy environment at

home, although she could not recall the last time she discussed the topic with Sara. However, Sara's texting dominates the types of writing and reading she is participating in at home. Providing time limits on Sara's texting practices may open up more opportunities for her to engage in other forms of literacy activities.

Salma and Mother

Salma is a fifth grade Latina student whose first language (L1) is English; however, her mother indicated that Spanish is also spoken in the home. Salma lives with her mother, two brothers, and sister. She is reading at a 2.9 reading, which is two and a half years below fifth grade reading expectation. When asked about reading, Salma described herself as a "good reader" and she indicated that reading makes her sad, happy, and curious, depending on the content of the text. She also said that reading for pleasure is "fun" and that her favorite part about reading was the "surprise endings" in some books. Salma indicated that she reads chapter books and religious Catholic books, and she likes to engage in text messaging. Salma said that when she is an adult, she would like to work for the Veteran's Administration like her mother.

Based on the ERAS, Salma has a slightly positive reading attitude ranking in the 81st percentile for both recreational and academic reading (see Figure 1). However, based on the MRP, Salma scored in the lower average range. On the Self-Concept as a Reader subscale, Salma scored 29 out of 40 (73%) and 30 out of 40 (75%) in the Value of Reading subscale (see Figure 2).

Despite reading below grade level and having an average motivation to read, Salma's Pleasure Reading Log data showed that she frequently participates in pleasure reading practices at home. Specifically, in the month of January, she read 13 out of the 25

days, 18 out of the 27 days in February, and 21 days in March. However, it is important to note that the majority of her literacies activities were texting or writing stories.

Although she is still reading well below grade level, Salma's data suggests she reads more than the other participants in the study. Salma's quantity of reading is vital, and focusing on the quality of reading she participates in would help bridge the gap between her high reading motivation and low reading skill. That is, although students may choose to frequently read for pleasure, there is evidence that the cognitive and emotional interactions with texts are important for literacy development.

With respect to the AMRP, Salma's mother scored 28 out of 40 (70%) in the Self-Concept subscale and 34 out of 40 (85%) in the Value of Reading subscale. These scores reflect a low average perception of herself as a reader and average in how she values reading (78% total). Salma's mother shared that she reads magazines, the Sunday newspaper, and on her phone. To support her daughter's reading, Salma's mother searches online for books sales in her area and purchases Salma's books at yard sales. Salma's mother indicated that Salma reads on her own, without prompting, but that she often did not have time to help Salma when she encounters difficulties. She also said that Salma reads aloud to her younger sister each night. Salma's mother acknowledged that her rigorous work schedule had kept her from communicating the value of reading outside of school. Finally, Salma's mother indicated that she has read some research on the benefits of reading at home but would like to know more about how to help Salma improve her reading skills while maintaining a tight work schedule.

To summarize, despite reading below grade level, Salma has a positive attitude toward reading and an average motivation to read. Salma's Pleasure Reading Log

reported she does engage in literacy activities outside of school, although, mostly writing and texting, and she also reads aloud to her sister in evening.

Summary of Dyads

Overall, the majority of the students (6 out of 7) had a positive attitude toward academic and recreational reading, and they viewed themselves as average to good readers. This is important considering most of the students were reading below grade level expectation. These attitudes and beliefs are likely to help students pursue reading activities and, in fact, they indicated that they believe it was their own responsibility to engage in pleasure reading, in part, to expand their knowledge. The logs revealed that students read, on average, 33 days out of the 99 days data was collected. Reading books and on digital devices were identified as the most preferred forms of reading. However, students identified one or more distractions or deterrents, which made it difficult to engage in pleasure reading at home. For example, students indicated that arriving home late on school nights or long homework assignments competed for their pleasure reading time. Other factors competing included playing video games or watching television.

The majority of the parents in this study view themselves as readers and indicated that they read for pleasure and other purposes. Parents reported communicating the importance of reading to their child; however, most parents indicated that they had not done so recently. Although a few parents stated that they did not pleasure read, they did express their belief that it was a positive activity for their children. Parents supported their children's reading by modeling reading, purchasing books, or visiting the library with their children. Although parents supported their children, they were unfamiliar with the research behind reading for pleasure, they were interested in learning more ways to

encourage their children to engage pleasure reading outside of school, and they believed schools are in a good position to communicate that information. In sum, all participants in this study perceive out-of-school pleasure reading as a positive activity that provides benefits both personally and academically.

Summary of Chapter 4

In this chapter, I presented the findings for each child-parent dyad. In Chapter 5, I describe the major findings in terms of the research questions and discuss the implications. I also make suggestions for future research, present limitations of the study, and discuss final thoughts.

Chapter 5

Studies show that the time students spend reading for pleasure enhances their vocabulary development, comprehension skills, knowledge base, view of the world, and positive attitude toward reading (Allington & McGill-Frazen, 2003; Cox & Guthrie, 2001; Cunningham & Stanovich, 1998; Krashen, 2004). Students' attitude toward and engagement in pleasure reading may be influenced, in part, by their families' beliefs and values about literacy (Gunn, Simmons, & Kame'enui, 1995). Understanding CLD families' perceptions of literacy is particularly important because CLD students are often at risk for reading difficulties (Lee, Grigg, & Donahue, 2007). Providing cultural responsive supports to students and families also is important (Banks & Banks, 2004; Ladson-Billings, 1994; Nieto, 1999). Thus, the goal of the present study was to investigate the perceptions that CLD third and fifth grade students and their parents held regarding reading for pleasure during the school year and to learn if students engage in pleasure reading behaviors at home. Consequently, in the following section, I addressed the three research questions.

Major Findings

Question One: What are CLD third and fifth grade students' perceptions of reading for pleasure outside of school during the school year?

Several findings emerged from the data (see Table 5). First, based on interviews, the CLD students' perceptions of pleasure reading outside of school were positive. For example, when asked if they like to read and how it made them feel, six participants responded enthusiastically, "Oh yes, I do!" and "I love to read." Participants also described good memories of reading for pleasure and they indicated that reading was

beneficial. Also, based on the ERAS, six out of seven students had a positive attitude toward reading and six out of seven students demonstrated an average or above average motivation to read. Having a positive attitude toward reading and being motivated to read is important for all students and could be especially for these students since six of the seven students were reading below grade level. This could also indicate their parents and educators were conveying an optimistic view of reading as opposed to berating or causing students to worry because they were not reading on level.

Table 6

Themes, Meanings, and Example Statements Derived from the Student Data

Theme	Meaning	Examples
Out-of-school reading as a self-motivated practice	Student and parent understand what it means to choose to read and write for enjoyment on their own.	Salma: <i>"She (mom) tells me to read but I'm already reading".</i> Marta: <i>"I think reading is fun and is a good thing to do at home. I don't wait for my mom to tell me to do it (read)."</i>
Pleasure reading adds to one's knowledge base	Student and parent understand what reading well means for their future success.	Abbey: <i>"I want to be a nurse. Reading might help me because I will know what to do and learn to help people". "It (reading) will make me smarter and help me be a nurse when I grow up."</i> Diana: <i>"When I grow up, I'm gonna read to my kids because it will make them smarter and they can go to college."</i>
Other out-of-school activities distract from pleasure reading	Student and parent understand that other activities vie for their time that may or may not have future implications for success but contribute to their sense of enjoyment.	Juan: <i>"Nah, mostly have basketball practice and then do my homework. I play my video games but I'm tired after practice."</i> Salma: <i>"...it's too noisy to read at my house. My brother comes in my room."</i>
Students desire more social interaction about texts they read for pleasure	Student and parent understand that people develop and progress during social interaction	Sara: <i>"Raven is my friend at home. I go to her house. I never see books at her house. She's probably not a reader. I never talk to her about books. I wish she did."</i> Diana: <i>"I slept over their house (girls in the neighborhood) and they have books. Cailyn has the least books. I wanted to read."</i>
Students have experienced some emotional response to texts	Student and parent describe a personal response or connection with texts they read.	Sara: <i>"I've been angry at a book. One time in the book, a dog got hit by a car". When I read, "Diary of a Wimpy Kid", I started laughing out loud."</i> Juan: <i>"Some books are funny."</i> Hilda: <i>"It's about a little girl that...she was very ill. I wanted to cry."</i>

Second, students see themselves as responsible for choosing to pleasure read. For example, students often indicated that they choose to read on their own rather than waiting for their mother or some else to tell them to read. However, some students said they did need encouragement to read for pleasure reading. These finding are consistent with studies that report students believe they have a choice in whether to read outside of school, but adults in the home should model and encourage pleasure reading (Clark & Foster, 2005).

Third, students believe that pleasure reading will help them learn more information and be successful in school. The students also consistently expressed their belief that pleasure reading would help in their future careers as adults. These findings are consistent with research suggesting the positive effect reading practice has on achievement (e.g., Allington et al., 2010; OECD, 2002).

Fourth, although students enjoyed reading for pleasure, they also identified several deterrents and distractors that hindered them from reading for pleasure at home. For deterrents, students identified limited motivation due, in part, to their lack of higher-interest reading materials. They also identified a lack of privacy or reading area, the noise level in their home, and arriving home late on school nights. Distractors or activities that complete with students time include participating in sports, playing video games, viewing television, playing outside, long homework assignments, and participating in hobbies. Table 7 illustrates the deterrents and distractors student data revealed.

Table 7

Deterrents and Distractors Hindering Students' Pleasure Reading at Home

Students	Deterrents (hinder student pleasure reading)					Distractors (compete for student's time)				
	Lack of High- interest Reading Materials	High Level of Noise	Lack of Motivation	Lack of Privacy	Getting Home Late	Long Homework Assignments	Sports	Video Games	T.V.	Playing Outside or hobbies
Marta	X				X	X			X	X
Diana	X	X		X	X	X	X			
Hilda										X
Juan	X	X	X		X	X	X	X		
Abbey	X	X		X					X	
Sara		X	X		X	X	X		X	
Salma	X		X		X				X	

Fifth, students said that would like the opportunity to talk about the texts they read for pleasure with others. While some students indicated that they could talk with parents about books, not all students did. Also, in addition to family, friends play a role. However, students rarely talked about friends who read for pleasure. As Sara said, “Raven is my friend at home. I go to her house. I never see books at her house. She’s probably not a reader. I never talk to her about books. I wish she did.” Increasing social interactions around books may encourage students to engage in pleasure reading (Applebee, Langer, Nystrand, & Gamoran, 2003; Guthrie, Wigfield, & Von Secker, 2000; Turner & Paris, 1995). Also, social interaction promotes achievement, higher-level thinking, and an intrinsic desire to read (Guthrie, Schafer, Wang, & Afflerback, 1995).

Finally, students described connections or emotional response to texts that they read. For example, students described laughing, crying, and getting angry based on the stories they read. Sometimes students read from an efferent stance and their primary goal is to learn new information, and at other times they read from an aesthetic stance, in which they primarily focused on the experienced lived during the reading. Both kinds of reading are important. When students read for efferent and aesthetic purposes, they are more likely to read with a sense of purpose (intrinsic motivation), which further helps them to develop good reading habit (Ryan & Deci, 2000; Sanacore, 2002).

In sum, the students in this study had a positive attitude toward reading for pleasure. However, they often were not motivated to choose reading for a leisure activity but preferred to engage in other types of activities in the free time.

Question Two: What are parents' perceptions of their children's reading for pleasure outside of school during the school year?

Three themes emerged from the parent data collected. See Table 8, which describes the themes and their meanings, and example parent statements. First, parents believe that pleasure reading during the academic year is important for their child's success in school and in life. Also, more than half of the parents in the study indicated they model pleasure reading or share their pleasure of reading with their child.

However, many parents indicated that they did not consistently communicate the importance of reading to their child. Parents indicated that a lack of free time, fatigue from work, and stress deterred them from reading for pleasure and, in turn, talking about how pleasure reading was important with their child or how it would help them in school. Nonetheless, research shows that students with more reading experience are more likely

to become proficient readers compared to their peers who have less reading experience (Neuman & Celano, 2001). Also, when students engage in pleasure reading, they develop an intrinsic motivation to read, which leads to more reading and thus reading achievement (McRae & Guthrie, 2009).

Second, parents indicated that they wanted to learn more ways to encourage their child's reading for pleasure practice. Although many parents did take their children to the library or purchased books for them and encouraged their children to read, they also believed there was more they could do to promote reading. Research shows that when parents create a rich literacy environment, children develop a love of reading (Clark & Rumbold, 2006); providing parents with support and guidance helps them to further engage their children's in literacy activities at home (Evans, Fox, Cresmaso, & McKinnon, 2004).

Finally, parents indicated that educators were in a good position to communicate information or research about the value of pleasure reading at home in terms of academic achievement. While parents in this study valued reading and created opportunities for their children to engage in literacy activities (e.g., trips to the library, purchasing reading materials, or providing digital devices), some research suggests that social class differences exist in terms of how often parents engage in literacy activities with their children (Burgess, Hecht, & Lonigan, 2002; Evans, Shaw, & Bell, 2000; Sènèchal & LeFevre, 2002). While educators should not make assumptions about parents or children, they should be aware that families' views of literacy vary. Also, when making suggestions for how families might integrate literacy into their daily routines, teachers should do so in a culturally responsive manner (Gay, 2010; Ladson-Billings, 1994).

Table 8

Themes, Meanings, and Example Statements Derived from Parent Data

Theme	Meaning	Examples
Reading leads to success in school and better opportunities in the future, but inconsistently communicated to their child	Student and parent understand the benefits of reading in academic achievement	Hilda's Mother: <i>"Oh yes, I tell her that reading is going to help (her) her whole life. I need to tell her more."</i> Sara's Mother: <i>"I talk about what I read. I talk about my chapter I am studying. I tell her that I'm reading about human sexuality and hormones. I really haven't talked to her about her (own) reading recently."</i>
CLD parents want to learn more in terms of ways to encourage their child's reading for pleasure practice	Student and parent understand what reading well means for their future success.	Abbey's Mother: <i>"I want to be a nurse. Reading might help me because I will know what to do and learn to help people."</i> Juan's Mother: <i>"I don't know. It's been a couple of weeks. I told him that reading is like an adventure. I told him that reading teaches him words and how smart people talk."</i>
Little exposure to research regarding home literacy	Student and parent understand that empirical data exists on the benefits of reading outside of school.	Marta's Mother: <i>"I haven't read about why reading for fun helps kids. I just know that when a child sees a parent read, they will read."</i> Salma's Mother: <i>"I have read some. You got to show them (children) good habits, model it, and don't nag them."</i> Diana's Mother: <i>"Research? No, I have not."</i>

Question Three: Do CLD third and fifth grade students engage in reading for pleasure during the academic school year?

Findings from this study show that all students did engage in reading for pleasure as well as writing for pleasure. In fact, on average, students read for pleasure on 38 of the 80 days that data was collected. The students reported reading such texts as fiction and non-fiction books; magazines, digital text on an iPad, tablet, or computer; recipes; mail or advertisements; and instructions to games, community texts. They also engaged in other literacy activities such as writing stories or letters. It is important to note that six out of the seven students were reading below grade level. Despite this, students expressed a positive attitude toward reading for pleasure, which speaks well of both the parents and the school systems for fostering a good attitude toward reading.

Implications

This study has several implications for parents and educators. First, students who often are considered “at risk” for academic achievement because they are CLD, come from low-SES homes, or are reading below grade level, are often assumed to have a negative attitude toward reading or poor reading habits. However, this study shows CLD students who are reading below grade level have a positive attitude toward reading and do read for pleasure. Also, these students have parents that value literacy and provided literacy resources. Thus, teachers need to be aware of parents’ and students’ perspectives on literacy and students’ home literacy habits in order to provide more nuanced guidance and support.

Second, parents and educators must consider that even though literacy is ubiquitous, they should model good reading habits and communicate to students that

reading is a valuable skill for both learning and enjoyment. Parents and teachers do influence students' behaviors, and modeling good habits might encourage students to engage in pleasure reading, especially when parents and teachers encourage students to share what they are reading.

Consequently, clear and explicit guidelines are needed to help parents and educators encourage students to engage more often in pleasure reading. Based on the data, the following suggestions are provided.

1. High-interest materials. Determine if students have varied literacy materials that are both at student's reading level and relate directly to their interests. If not, such materials should be provided to students.
2. Internet based resources. If students have access to technology (e.g., computer, iPad, tablet, e-reader, or the internet), be sure students are aware of how they can access to e-books and other interesting material.
3. Opportunities to discuss readings with family members. Regardless of their age, reading a book aloud with others is an enjoyable activity. If this is not possible, parents can still discuss the texts they are reading with their children or encourage children to share what they are reading with them.
4. Minimize distractions and deterrents. Parents can help their children engage in pleasure reading by creating a quiet time when, for example, the TV and video games are turned off.

To continue the effort in supporting the home literacy practices of CLD students, teachers and administrators can assist by doing the following:

1. Develop practical ways to help families increase the time spent reading for pleasure, such as asking families what their interests are, limiting homework assignments so there is more time to read, providing easy to understand literature on the benefits of reading outside of school, and having a share night for parents to learn ways to encourage reading at home and share what they do to increase the time their children read.
2. Increasing their own understanding of what it means to be culturally responsive in terms of promoting literacy outside of school by offering professional development opportunities focused on cultural competency.
3. Provide higher interest literacy materials for CLD students.

The more a student engages in reading, the more likely it is that he or she will become a proficient reader (Allington & McGill-Franzen, 2003). Because reading is a socially mediated activity, increasing opportunities for students to talk about the materials they are reading for pleasure could increase the likelihood that students choose pleasure reading in their free time.

Suggestions for Future Research

Having a positive attitude toward reading is necessary but not sufficient for motivating students to read for pleasure. Consequently, more research is needed to understand why some students are more motivated to read for pleasure than are other students. This is not to say that other leisure pursuits should be discouraged, but rather encouraging what can be done to make reading a more desirable option for students.

Likewise, even when parents value reading and provide resources for their children, this may not be enough to motivate students to read for pleasure. Thus, research is needed to understand how parents might more actively encourage their children to engage in pleasure reading without making it a chore or an issue of contention.

Third, research is needed to understand how teachers and schools could serve to encourage and support students reading for pleasure without making it feel like homework.

Finally, the definition of literacy is changing at an unprecedented pace (Alvermann, 2004). As these changes take place, it is important to understand what literacies are meaningful to today's youth (Alvermann, 2004). Understanding this, could lead to suggestions that support students' literacy and the goal of increasing the time they spend reading for pleasure. Likewise, it is important to continue to learn how CLD might influence the choices that students make with respect to literacy (Edwards, Paratore, & Roser, 2009; Moll, Amanti, Neff, & Gonzalez, 1992).

Limitations of the Study

This study has three limitations. First, this study included a small sample of CLD students and their parents. Therefore, these findings should only be generalized to students and families with similar characteristics.

Second, socially desirability may have influenced the results of the study. That is, participants may have recognized that I value pleasure reading and may have, in some instances, provided responses that they believed were socially acceptable. Cross-referencing or triangulation of data was used to look for consistency and inconsistency of responses.

Third, the study was conducted over only part of the school year. A longer study with more in-depth of data collection could provide more information to better understand why students choose or choose not to engage in pleasure reading.

Final Thoughts

Reading is one of the most important skills students learn in school. Reading helps students discover new idea and concepts, develop a more positive self-image, and achieve academic and career goals. To help students develop their reading skills, they need many opportunities to read, including reading for pleasure. While this study found that CLD third and fifth grade students and their parents believe that reading is valuable and students did have a positive attitude toward reading, this did not mean that the students chose to read for pleasure. Students indicated that other activities limited their time to engage in leisure activities and when they did have free time, the students chose activities that they found more rewarding. While students engage in family activities and activities they find rewarding, it is nonetheless important to consider ways to encourage reading for pleasure. As Pearson and Goodin (2010) remind us, one of our goals as educators is to foster a love of reading so that students develop a lifelong habit of reading.

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Appendix A

Parent Recruitment Letter

Dear Parents of _____,

My name is Juanita Santos. I am a student at the University of Kansas and I work at David Street Elementary School. Mr. Alis has given me permission to write to you and your child's teacher because I am working on a study to learn more about what parents and children think about reading for fun outside of school. I would be asking you questions about what is read outside of school that is not necessarily related to school assignments. By understanding parents and children thoughts about reading, I will be better able to help schools and families create opportunities for young students to read for fun.

This is a voluntary activity. If you decide to participate in this activity, you and your child will be asked to answer some questions about reading. I will meet with you where it is most convenient for you (your home, the school, or a restaurant) in November. This activity is completely private and I will not use your names on my paper.

If you decide to participate, please call me at the number below. I look forward to hearing from you by Friday, November 14th.

Thank you,

Mrs. Juanita Santos

David Street Elementary School

337-423-6410

913-684-1470

Name of Parent _____ Student _____

Teacher _____

_____ Yes, I would like to help you with your study. Please call me at _____ (Your Phone Number)

_____ No, I cannot help you at this time.

_____ I need to know more about the study. Then, I might help you.

Appendix B

IRB Approval



APPROVAL OF PROTOCOL

December 22, 2014

Juanita Santos
913-684-1470
j523s255@ku.edu
|

Dear Juanita Santos:

On 12/22/2014, the IRB reviewed the following submission:

Type of Review:	Initial Study
Title of Study:	Culturally and Linguistically Diverse Students' Perceptions of Out-of-School Pleasure Reading during the Academic Year: A Qualitative Study
Investigator:	Juanita Santos
IRB ID:	STUDY00001597
Funding:	None
Grant ID:	None
Documents Reviewed:	<ul style="list-style-type: none"> • Access to Site-Elementary School, • Access to Site-School District, • Photo Video Authorization, • HSCL_Adult_Consent, • Photo Video Authorization_Spanish, • HSCL_Parent_Guardian_Consent, • Assent_Script_Children, • Detailed Timeline of Procedures, • Parent Interview Protocol_English_Spanish, • Motivation to Read Profile (MRP), • Student Interview Protocol, • Reading Attitude Survey, • Participant (Parent/Student) Demographic Form, • Juanita Johnnie Santos, • Flyer_English, • Flyer_Spanish, • Letter to Parents_Spanish.docx, • Parent Participation Letter_Anthony_Pleasure Reading.docx, • Focus Group Interview Student Questions,

The IRB approved the study on 12/22/2014.

1. Notify HSCL about any new investigators not named in the original application. Note that new investigators must take the online tutorial at https://rgs.drupal.ku.edu/human_subjects_compliance_training.
2. Any injury to a subject because of the research procedure must be reported immediately.
3. When signed consent documents are required, the primary investigator must retain the signed consent documents for at least three years past completion of the research activity.



Continuing review is not required for this project, however you are required to report any significant changes to the protocol prior to altering the project.

Please note university data security and handling requirements for your project:

<https://documents.ku.edu/policies/IT/DataClassificationandHandlingProceduresGuide.htm>

You must use the final, watermarked version of the consent form, available under the "Documents" tab in eCompliance.

Sincerely,

Stephanie Dyson Elms, MPA
IRB Administrator, KU Lawrence Campus

Appendix C

First Student Interview Protocol

Participant's Name: _____

Grade Level: 3rd 4th 5th

Age and Gender: _____ years old Male or Female

Date: _____

Newcomer Status: _____

ELL: Yes or No

Unique Characteristics: _____

Interviewer: *Today, I will be asking you questions about reading for fun at home. I want to learn what you think about reading outside of school. O.K.? If you do not know an answer to a question, just say "I don't know" and it is o.k. If you don't want to answer a question, you don't have to. This is not a test. It is to teach me more about what children think about reading.*

Affective Domain

1. Do you like to read? Why or Why not?
2. What helps you decide to pick up a book and read it at home?
3. What is the best thing about reading?
4. What are some of the most enjoyable things about reading at home?
5. What are some things you don't enjoy about reading at home?
6. How do you feel when you read a book, magazine, text, computer, etc. at home?
7. How do you feel about reading for pleasure at home?
8. What do you want to be when you grow up? Do you think reading is going to help you become what you want when you grow up?
9. What would it be like if something happened and you couldn't read books anymore?

Participation

10. What kinds of things do you write at home?
11. What do you like to read about?
12. What kinds of materials did your parents read to you when you were younger?
13. Do your parents take you to places where there are things to read or write? (i.e., church, grocery store, post office, pay bills, doctor's office).

14. Tell me about a time when you read a book, magazine, texts, jokes, newspaper, etc. at home during the Christmas break or a snow day. How did you get the reading material? (Library, you have books, etc.)
15. Have you ever been to a library? ____ If yes, how would you find a book on your favorite topics?
16. What do you do instead of reading?

Resources

17. What kinds of things do you read at home?
 - a. Do you have magazines, newspapers, recipes at your house?
18. How/why do you choose a traditional print materials (e.g., books, magazines, and informational texts), the Internet, instant messaging, texting, and video games?

Environment

19. When you read at home, where do you sit?
20. What is different about reading at school and reading at home?
21. What makes it hard for you to read at home? What makes it easy to read at home?
22. Were you given any lessons by anyone on reading and writing before entering school? Who?
23. What types of materials do see your parents read at home?
24. What do your parents say about reading?
25. Why do you think they say that?
26. What do you think is a good place to read for fun?

Efficacy

27. Tell me how you think you read. (Probe: can't do it at all, read ok, really read well)
28. What would you like your teacher to know about you as a reader or what you would like to read?

Adapted from Johnson, A. S. (2010). The Jones family's culture of literacy. *The Reading Teacher*, 64(1), 33-44.

Appendix D

Second Student Interview Protocol

Participant's Name: _____

Interviewer: Today I will be asking you questions about the reading habits of the people you are close to, like your family, friends, or babysitters. I also want to learn what you think about while you are reading. If you do not know an answer to a question, just say "I don't know" and it is o.k. If you don't want to answer a question, you don't have to. This is to help me learn more about what children think about reading.

Literacy Habits in Social Contexts

1. Tell me about the children in your neighborhood.
2. Tell me about what your friends say about reading at home?
3. When you visit a friend's house, have you seen your friend read? Tell me about it.
What did you notice the kinds/amount of books your friend had?
4. Tell me about other people you know who read for fun? Who? Do you know what they read? Does that sound interesting to you? Why or why not?

Reader Response Theory

5. Do you ever hear about new books that sound interesting?
Possible Probes based on response: Where do you hear about these books? Have you been able to get a new book to read it?
6. Let's look at your reading log and review what all the kinds of reading consist of.
What do you read at home? Is that for school or did you choose that on your own?
Why do you read for fun? Was this (digital, community, informational texts, etc,) read for homework or for fun? Why did you choose the "fun" text?

Probe:

-to learn more or because you want to read what happens to the characters?

-If the book is for school, is it "homework or "fun"?"

-Some students might get "fun" book from school/library

-Why did you choose the "fun" (books, informational texts, and reading online/digital).

7. Have you ever feel like the characters you read about (i.e., how he/she must have felt, what the scene looked like, what if that were me, etc.)? Tell me more about that.
8. Have you ever been reading for fun and laughed out loud about something that happened in the reading? Cried? Got angry or didn't want to stop reading? Tell me about that time.
9. What do you think about as you read a book for fun at home? Probe: (...what happened in the book has happened to me, it could have happened to me, I remember when I felt like that)?
10. Do you ever write about what you read at home (i.e., journals, diary, or story). If yes, tell me about it.
11. What else should I know (or your parents and teacher know about what texts students like to read for fun?
12. Let's look at your reading log. Tell me about what you read/didn't read over the spring break now that you have learned about all the different types of literacy.

Appendix E

Parent Interview Protocol

Name of Parent Participant _____

1. Age

Under 20 20-25 25-30 30-35 35-40 40+

2. Race/Ethnicity: Mother _____ Father _____

3. Education _____

4. Who lives in the student's home? _____

5. What language do you speak the most at home? _____

6. What do you do for a living? _____

Affective Domain

7. Tell me about how you feel when you read.

8. Tell me about what you think about reading to your child.

Participation

9. Do you talk about what you read with your child? If so, what you talk about?

Resources

10. Tell me about the types of materials such as books, magazines, traditional print materials, that you read at home.

11. Tell me about the extent of your knowledge using the Internet, social media, instant messaging, texting, and video games.

12. Tell me about the types of materials your child reads at home.

13. Does your child read for pleasure? If so, tell me about your child's reading habits at home. What does he/she read and when? If not, why?

14. Where do you obtain reading materials for you child?

15. Are there any types of reading materials that you wish your child had?

16. Are there any reading materials that your child wants?

Environment

17. Do you discuss the importance of reading for pleasure with your child? If so, how often?

18. Do you talk with your child about what he/she read? If so, what do you talk about?

Efficacy

19. What do you think a parent's role is in encouraging students to read at home?
20. What do you think your child's role is in self-initiated reading outside of school?
21. Do you think it's important for children to read for pleasure outside of the school day? Why do you believe that?
22. Have you heard or read about research related to children reading outside of school?

Adapted from the *Parent Reading Belief Inventory* (PRBI) by DeBaryshe & Binder (1994)

Appendix F

Student Motivation to Read Profile

Motivation to Read Profile – Revised

Reading Survey	Conversational Interview
<ul style="list-style-type: none"> • Group administration • 15 – 20 minutes • 20 minutes • Cued Response • Two subscales <ul style="list-style-type: none"> ○ Value of Reading ○ Self-Concept as a Reader 	<ul style="list-style-type: none"> • Individual administration • 15 – 20 minutes to administer • Open-ended free response • Two subscales with prompts <ul style="list-style-type: none"> ○ Value of Reading (8 prompts) ○ Self-Concept as a Reader (5 prompts)

Teacher directions: MRP Reading Survey

Distribute copies of the Reading Survey. Ask students to write their names on the space provided.

Say:

I am going to read some sentences to you. I want to know how you feel about your reading. There are no right or wrong answers. I really want to know how you honestly feel about reading.

I will read each sentence twice. Do not mark your answer until I tell you to. The first time I read the sentence I want you to think about the best answer for you. The second time I read the sentence I want you to fill in the space beside your best answer. Mark only one answer. Remember: Do not mark your answer until I tell you to. OK, let's begin.

Read the first sample item. Say:

Sample 1: I am in (pause) first grade, (pause) second grade, (pause) third grade, (pause) fourth grade, (pause) fifth grade, (pause) sixth grade.

Read the first sample again. Say:

This time as I read the sentence, mark the answer that is right for you. I am in (pause) first grade, (pause) second grade, (pause) third grade, (pause) fourth grade, (pause) fifth grade, (pause) sixth grade.

Read the second sample item. Say:

Sample 2: I am a (pause) boy, (pause) girl.

Say:

Now, get ready to mark your answer.

I am a (pause) boy, (pause) girl.

Read the remaining items in the same way (e.g., number ____, sentence stem followed by a pause, each option followed by a pause, and then give specific directions for students to mark their answers while you repeat the entire item).

Figure 2
Motivation to Read Profile

Reading survey

Name _____ Date _____

Sample 1: I am in _____.

- ☐ Second grade ☐ Fifth grade
☐ Third grade ☐ Sixth grade
☐ Fourth grade

Sample 2: I am a _____.

- ☐ boy
☐ girl

1. My friends think I am _____.

- ☐ a very good reader
☐ a good reader
☐ an OK reader
☐ a poor reader

2. Reading a book is something I like to do.

- ☐ Never
☐ Not very often
☐ Sometimes
☐ Often

3. I read _____.

- ☐ not as well as my friends
☐ about the same as my friends
☐ a little better than my friends
☐ a lot better than my friends

4. My best friends think reading is _____.

- ☐ really fun
☐ fun
☐ OK to do
☐ no fun at all

5. When I come to a word I don't know, I can _____.

- ☐ almost always figure it out
☐ sometimes figure it out
☐ almost never figure it out
☐ never figure it out

6. I tell my friends about good books I read.

- ☐ I never do this.
☐ I almost never do this.
☐ I do this some of the time.
☐ I do this a lot.

(continued)

Figure 2
Motivation to Read Profile (cont'd.)

7. When I am reading by myself, I understand _____.

- ☐ almost everything I read
- ☐ some of what I read
- ☐ almost none of what I read
- ☐ none of what I read

8. People who read a lot are _____.

- ☐ very interesting
- ☐ interesting
- ☐ not very interesting
- ☐ boring

9. I am _____.

- ☐ a poor reader
- ☐ an OK reader
- ☐ a good reader
- ☐ a very good reader

10. I think libraries are _____.

- ☐ a great place to spend time
- ☐ an interesting place to spend time
- ☐ an OK place to spend time
- ☐ a boring place to spend time

11. I worry about what other kids think about my reading _____.

- ☐ every day
- ☐ almost every day
- ☐ once in a while
- ☐ never

12. Knowing how to read well is _____.

- ☐ not very important
- ☐ sort of important
- ☐ important
- ☐ very important

13. When my teacher asks me a question about what I have read, I _____.

- ☐ can never think of an answer
- ☐ have trouble thinking of an answer
- ☐ sometimes think of an answer
- ☐ always think of an answer

14. I think reading is _____.

- ☐ a boring way to spend time
- ☐ an OK way to spend time
- ☐ an interesting way to spend time
- ☐ a great way to spend time

(continued)

Figure 2
Motivation to Read Profile (cont'd.)

15. Reading is _____.
☐ very easy for me
☐ kind of easy for me
☐ kind of hard for me
☐ very hard for me
16. When I grow up I will spend _____.
☐ none of my time reading
☐ very little of my time reading
☐ some of my time reading
☐ a lot of my time reading
17. When I am in a group talking about stories, I _____.
☐ almost never talk about my ideas
☐ sometimes talk about my ideas
☐ almost always talk about my ideas
☐ always talk about my ideas
18. I would like for my teacher to read books out loud to the class _____.
☐ every day
☐ almost every day
☐ once in a while
☐ never
19. When I read out loud I am a _____.
☐ poor reader
☐ OK reader
☐ good reader
☐ very good reader
20. When someone gives me a book for a present, I feel _____.
☐ very happy
☐ sort of happy
☐ sort of unhappy
☐ unhappy

Figure 4
Teacher directions: MRP Reading Survey

Distribute copies of the Reading Survey. Ask students to write their names on the space provided.

Say:

I am going to read some sentences to you. I want to know how you feel about your reading. There are no right or wrong answers. I really want to know how you honestly feel about reading.

I will read each sentence twice. Do not mark your answer until I tell you to. The first time I read the sentence I want you to think about the best answer for you. The second time I read the sentence I want you to fill in the space beside your best answer. Mark only one answer. Remember: Do not mark your answer until I tell you to. OK, let's begin.

Read the first sample item. Say:

Sample 1: I am in (pause) first grade, (pause) second grade, (pause) third grade, (pause) fourth grade, (pause) fifth grade, (pause) sixth grade.

Read the first sample again. Say:

This time as I read the sentence, mark the answer that is right for you. I am in (pause) first grade, (pause) second grade, (pause) third grade, (pause) fourth grade, (pause) fifth grade, (pause) sixth grade.

Read the second sample item. Say:

Sample 2: I am a (pause) boy, (pause) girl.

Say:

Now, get ready to mark your answer.

I am a (pause) boy, (pause) girl.

Read the remaining items in the same way (e.g., number ____, sentence stem followed by a pause, each option followed by a pause, and then give specific directions for students to mark their answers while you repeat the entire item).

Figure 5
Scoring directions: MRP Reading Survey

The survey has 20 items based on a 4-point scale. The highest total score possible is 80 points. On some items the response options are ordered least positive to most positive (see item 2 below), with the least positive response option having a value of 1 point and the most positive option having a point value of 4. On other items, however, the response options are reversed (see item 1 below). In those cases it will be necessary to recode the response options. Items where recoding is required are starred on the scoring sheet.

Example: Here is how Maria completed items 1 and 2 on the Reading Survey.

1. My friends think I am _____.
- ☐ a very good reader
 - ☒ a good reader
 - ☐ an OK reader
 - ☐ a poor reader
2. Reading a book is something I like to do.
- ☐ Never
 - ☐ Not very often
 - ☐ Sometimes
 - ☒ Often

To score item 1 it is first necessary to recode the response options so that
 a poor reader equals 1 point,
 an OK reader equals 2 points,
 a good reader equals 3 points, and
 a very good reader equals 4 points.

Since Maria answered that she is a *good reader* the point value for that item, 3, is entered on the first line of the Self-Concept column on the scoring sheet. See below.

The response options for item 2 are ordered least positive (1 point) to most positive (4 points), so scoring item 2 is easy. Simply enter the point value associated with Maria's response. Because Maria selected the fourth option, a 4 is entered for item 2 under the Value of Reading column on the scoring sheet. See below.

Scoring sheet

Self-Concept as a Reader	Value of Reading
*recode 1. <u>3</u>	2. <u>4</u>

To calculate the Self-Concept raw score and Value raw score add all student responses in the respective column. The Full Survey raw score is obtained by combining the column raw scores. To convert the raw scores to percentage scores, divide student raw scores by the total possible score (40 for each subscale, 80 for the full survey).

Figure 6
MRP Reading Survey scoring sheet

Student name _____
 Grade _____ Teacher _____
 Administration date _____

Recoding scale

1 = 4
 2 = 3
 3 = 2
 4 = 1

Self-Concept as a Reader

*recode 1. _____
 3. _____
 *recode 5. _____
 *recode 7. _____
 9. _____
 *recode 11. _____
 13. _____
 *recode 15. _____
 17. _____
 19. _____

SC raw score: _____ /40

Value of Reading

2. _____
 *recode 4. _____
 6. _____
 *recode 8. _____
 *recode 10. _____
 12. _____
 14. _____
 16. _____
 *recode 18. _____
 *recode 20. _____

V raw score: _____ /40

Full survey raw score (Self-Concept & Value): _____ /80

Percentage scores	Self-Concept	<input type="text"/>
	Value	<input type="text"/>
	Full Survey	<input type="text"/>

Comments: _____

Appendix G

Adolescent Motivation to Read Profile

Figure 1 (continued)
Adolescent Motivation to Read Profile reading survey

Name: _____ Date: _____

10. I think libraries are _____.
☐ a great place to spend time
☐ an interesting place to spend time
☐ an OK place to spend time
☐ a boring place to spend time

11. I worry about what other kids think about my reading _____.
☐ every day
☐ almost every day
☐ once in a while
☐ never

12. Knowing how to read well is _____.
☐ not very important
☐ sort of important
☐ important
☐ very important

13. When my teacher asks me a question about what I have read, I _____.
☐ can never think of an answer
☐ have trouble thinking of an answer
☐ sometimes think of an answer
☐ always think of an answer

14. I think reading is _____.
☐ a boring way to spend time
☐ an OK way to spend time
☐ an interesting way to spend time
☐ a great way to spend time

15. Reading is _____.
☐ very easy for me
☐ kind of easy for me
☐ kind of hard for me
☐ very hard for me

16. As an adult, I will spend _____.
☐ none of my time reading
☐ very little time reading
☐ some of my time reading
☐ a lot of my time reading

17. When I am in a group talking about what we are reading, I _____.
☐ almost never talk about my ideas
☐ sometimes talk about my ideas
☐ almost always talk about my ideas
☐ always talk about my ideas

18. I would like for my teachers to read out loud in my classes _____.
☐ every day
☐ almost every day
☐ once in a while
☐ never

19. When I read out loud I am a _____.
☐ poor reader
☐ OK reader
☐ good reader
☐ very good reader

20. When someone gives me a book for a present, I feel _____.
☐ very happy
☐ sort of happy
☐ sort of unhappy
☐ unhappy

Note. Adapted with permission from the Motivation to Read Profile (Gambrell, Palmer, Codling, & Mazzoni, 1996)

Figure 6
MRP reading survey scoring sheet

Student name _____

Grade _____ Teacher _____

Administration date _____

Recoding scale

1=4

2=3

3=2

4=1

Self-concept as a reader

Value of reading

*recode 1. _____

2. _____

3. _____

*recode 4. _____

*recode 5. _____

6. _____

*recode 7. _____

*recode 8. _____

9. _____

*recode 10. _____

11. _____

12. _____

13. _____

14. _____

*recode 15. _____

16. _____

17. _____

*recode 18. _____

19. _____

*recode 20. _____

SC raw score: _____/40

V raw score: _____/40

Full survey raw score (Self-concept & Value): _____/80

Percentage scores

Self-concept _____

Value _____

Full survey _____

Comments: _____

Note. Reprinted with permission from the Motivation to Read Profile (Gambrell, Palmer, Codling, & Mazzoni, 1996)

Appendix H

YouTube Informative Video

This Family Literacy YouTube video was presented to all student and parent participants.

Student Presentation

Students were shown the English version of this family literacy informational video after their pre-interview protocol. The video was introduced as providing examples of the various activities students may participate in at home without realizing that they are considered literacy.

Step 1- Read the Researcher Script:

“Thank you for answering questions about the reading and writing you do at your house. This will help me learn more about what students do when they are at home during the school year. I would like to show you a short video of children like you who are reading and writing at home. I will stop the video so you can tell me what you see the children doing, o.k.?”

Step 2- Show video.

Step 3- Read the Researcher Script:

“When students read for fun it is sometimes called pleasure reading. Pleasure reading is when people choose to read something for fun without anyone telling them to do it. Some people read for fun and some people don’t. The people who don’t sometimes have other hobbies they like to do, and that is o.k.” What kinds of things did you see the people in the video doing?”

Step 4- Share Examples of Home Literacy Activities and explain the Pleasure

Reading Log:

Texting

Going to the library

Talking about reading

Reading with someone

Reading instructions

Writing for fun

Reading on the computer/iPad/Kindle

Reading recipes

Reading community signs (i.e. grocery store, doctor's office, post office, etc)

Reading books

Writing grocery lists or filling out forms

Parent Presentation

Parents were shown the same English version of family literacy informational YouTube video after their interview protocol. The video was introduced as providing examples of the various activities students and parents may participate in at home without realizing that they are considered literacy.

Step 1- Read the Researcher Script:

"I would like to show you a short video of children and parents who are reading and writing at home. When it is over, we will discuss the different types of literacy activities that were happening in the video."

Step 2-Show video.

Step 3- Read the Researcher Script:

"The activities you saw the people in the video doing are considered literacy. Literacy is reading, writing, and speaking. Was there an activity in the video that you see your child or wished that your child would participate in?"

Step 4- Show Examples of Home Literacy Activities and explain their role in the Student Pleasure Reading Log

Texting

Going to the library

Talking about reading

Reading with someone

Reading instructions

Writing for fun

Reading on the computer/iPad/Kindle

Reading recipes

Reading community signs (i.e. grocery store, doctor's office, post office, etc)

Reading books

Writing grocery lists or filling out forms

Step 5- Read Researcher Script:

“My study will help me learn more about pleasure reading that happens at home during the school year. I’m going to send home a Pleasure Reading Log with your child so they can record what they do for fun. It is important that they record exactly what they do as I want to learn about the current habits.”

Slides:

1. Helping your children become excellent students.
2. Literacy begins in the home.
3. You are your children’s first teacher.
4. Sing, read, and converse with them...
5. In any language.
6. You are a great influence...
7. ...in your child’s ability to read and write.
8. It is important...
9. ...to help them become great readers.

















Appendix I

Elementary Reading Attitude Survey

















Elementary Reading Attitude Survey

School _____ Grade _____ Name _____









Please circle the picture that describes how you feel when you read a book.

1.	How do you feel when you read a book on a rainy Saturday?			
				
2.	How do you feel when you read a book in school during free time?			
				
3.	How do you feel about reading for fun at home?			
				
4.	How do you feel about getting a book for a present?			
				

















Please circle the picture that describes how you feel when you read a book.

5.	How do you feel about spending free time reading a book?			
				
6.	How do you feel about starting a new book?			
				
7.	How do you feel about reading during summer vacation?			
				
8.	How do you feel about reading instead of playing?			
				

















Please circle the picture that describes how you feel when you read a book.

9.	How do you feel about going to a bookstore?			
				
10.	How do you feel about reading different kinds of books?			
				
11.	How do you feel when a teacher asks you questions about what you read?			
				
12.	How do you feel about reading workbook pages and worksheets?			
				

Please circle the picture that describes how you feel when you read a book.

13.	How do you feel about reading in school?			
				
14.	How do you feel about reading your school books?			
				
15.	How do you feel about learning from a book?			
				
16.	How do you feel when it's time for reading in class?			
				

Please circle the picture that describes how you feel when you read a book.

17.	How do you feel about stories you read in reading class?			
				
18.	How do you feel when you read out loud in class?			
				
19.	How do you feel about using a dictionary?			
				
20.	How do you feel about taking a reading test?			
				

Elementary Reading Attitude Survey Scoring Sheet

Student Name _____

Teacher _____

Grade _____ Administration Date _____

Scoring Guide

4 points	Happiest Garfield
3 points	Slightly smiling Garfield
2 points	Mildly upset Garfield
1 point	Very upset Garfield

Recreational reading

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Raw Score: _____

Academic reading

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Raw Score: _____

Full scale raw score (Recreational + Academic): _____

Percentile ranks: Recreational

..... Academic

..... Full scale

Appendix

Technical Aspects of the Elementary Reading Attitude Survey

The norming project

To create norms for the interpretation of scores, a large-scale study was conducted in late January 1989, at which time the survey was administered to 18,138 students in Grades 1–6. A number of steps were taken to achieve a sample that was sufficiently stratified (i.e., reflective of the American population) to allow confident generalizations. Children were drawn from 95 school districts in 38 U.S. states. The number of girls exceeded by only 5 the number of boys. Ethnic distribution of the sample was also close to that of the U.S. population (*Statistical abstract of the United States*, 1989). The proportion of blacks (9.5%) was within 3% of the national proportion, while the proportion of Hispanics (6.2%) was within 2%.

Percentile ranks at each grade for both subscales and the full scale are presented in Table 1. These data can be used to compare individual students' scores with the national sample and they can be interpreted like achievement-test percentile ranks.

Table 1
Mid-year percentile ranks by grade and scale


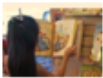





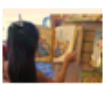




Raw Scr	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Rec	Aca	Tot	Rec	Aca	Tot	Rec	Aca	Tot	Rec	Aca	Tot	Rec	Aca	Tot	Rec	Aca	Tot
80		99			99			99			99			99			99	
79		95			96			98			99			99			99	
78		93			95			97			98			99			99	
77		92			94			97			98			99			99	
76		90			93			96			97			98			99	
75		88			92			95			96			98			99	
74		86			90			94			95			97			99	
73		84			88			92			94			97			98	
72		82			86			91			93			96			98	
71		80			84			89			91			95			97	
70		78			82			86			89			94			96	
69		75			79			84			88			92			95	
68		72			77			81			86			91			93	
67		69			74			79			83			89			92	
66		66			71			76			80			87			90	
65		62			69			73			78			84			88	
64		59			66			70			75			82			86	
63		55			63			67			72			79			84	
62		52			60			64			69			76			82	
61		49			57			61			66			73			79	
60		46			54			58			62			70			76	
59		43			51			55			59			67			73	
58		40			47			51			56			64			69	
57		37			45			48			53			61			66	
56		34			41			44			48			57			62	
55		31			38			41			45			53			58	
54		28			35			38			41			50			55	

Table 1
Mid-year percentile ranks by grade and scale (continued)

Raw Scr	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Rec	Aca	Tot	Rec	Aca	Tot	Rec	Aca	Tot	Rec	Aca	Tot	Rec	Aca	Tot	Rec	Aca	Tot
53			25			32			34			38			46			52
52			22			29			31			35			42			48
51			20			26			28			32			39			44
50			18			23			25			28			36			40
49			15			20			23			26			33			37
48			13			18			20			23			29			33
47			12			15			17			20			26			30
46			10			13			15			18			23			27
45			8			11			13			16			20			25
44			7			9			11			13			17			22
43			6			8			9			12			15			20
42			5			7			8			10			13			17
41			5			6			7			9			12			15
40	99	99	4	99	99	5	99	99	6	99	99	7	99	99	10	99	99	13
39	92	91	3	94	94	4	96	97	6	97	98	6	98	99	9	99	99	12
38	89	88	3	92	92	3	94	95	4	95	97	5	96	98	8	97	99	10
37	86	85	2	88	89	2	90	93	3	92	95	4	94	98	7	95	99	8
36	81	79	2	84	85	2	87	91	2	88	93	3	91	96	6	92	98	7
35	77	75	1	79	81	1	81	88	2	84	90	3	87	95	4	88	97	6
34	72	69	1	74	78	1	75	83	2	78	87	2	82	93	4	83	95	5
33	65	63	1	68	73	1	69	79	1	72	83	2	77	90	3	79	93	4
32	58	58	1	62	67	1	63	74	1	66	79	1	71	86	3	74	91	3
31	52	53	1	56	62	1	57	69	0	60	75	1	65	82	2	69	87	2
30	44	49	1	50	57	0	51	63	0	54	70	1	59	77	1	63	82	2
29	38	44	0	44	51	0	45	58	0	47	64	1	53	71	1	58	78	1
28	32	39	0	37	46	0	38	52	0	41	58	1	48	66	1	51	73	1
27	26	34	0	31	41	0	33	47	0	35	52	1	42	60	1	46	67	1
26	21	30	0	25	37	0	26	41	0	29	46	0	36	54	0	39	60	1
25	17	25	0	20	32	0	21	36	0	23	40	0	30	49	0	34	54	0
24	12	21	0	15	27	0	17	31	0	19	35	0	25	42	0	29	49	0
23	9	18	0	11	23	0	13	26	0	14	29	0	20	37	0	24	42	0
22	7	14	0	8	18	0	9	22	0	11	25	0	16	31	0	19	36	0
21	5	11	0	6	15	0	6	18	0	9	20	0	13	26	0	15	30	0
20	4	9	0	4	11	0	5	14	0	6	16	0	10	21	0	12	24	0
19	2	7		2	8		3	11		5	13		7	17		10	20	
18	2	5		2	6		2	8		3	9		6	13		5	18	
17	1	4		1	5		1	5		2	7		4	9		6	11	
16	1	3		1	3		1	4		2	5		3	6		4	8	
15	0	2		0	2		0	3		1	3		2	4		3	6	
14	0	2		0	1		0	1		1	2		1	2		1	3	
13	0	1		0	1		0	1		0	1		1	2		1	2	
12	0	1		0	0		0	0		0	1		0	1		0	1	
11	0	0		0	0		0	0		0	0		0	0		0	0	
10	0	0		0	0		0	0		0	0		0	0		0	0	

Appendix J

Pleasure Reading Log

READING AT HOME					
<i>texting</i>	<i>library</i>	<i>talk about reading</i>	<i>read with someone</i>	<i>Reading instructions</i>	<i>Write for fun</i>
					
<i>Computer</i>	<i>library</i>	<i>recipes</i>	<i>Community reading</i>	<i>Read for fun</i>	<i>Writing grocery lists/filling out forms</i>
					

JANUARY 2015

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

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Appendix K

Timeline of Data Collection

JANUARY 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
WINTER BREAK						
4	5	6	7	8	9	10
WINTER BREAK			Student Interviews 1/Logs			WEEKEND
11	12	13	14	15	16	17
WEEKEND	Completed Student Interviews 1/Distribution of Pleasure Reading Logs (Logs)					WEEKEND
18	19	20	21	22	23	24
HOLIDAY		Parent Interviews Begin/YouTube Video				WEEKEND
			Early Release		Check Logs	
25	26	27	28	29	30	31
WEEKEND	Parent Interviews Continue/YouTube Video				Check Logs	WEEKEND
January Holidays New Year's Day - 1 Martin Luther King, Jr. - 19		Days Out of School				
		Data Collected				

FEBRUARY 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 WEEKEND	2 Administer Elementary Reading Attitude Surveys	3 Administer Elementary Reading Attitude Surveys	4 Administer Elementary Reading Attitude Surveys	5 Administer Elementary Reading Attitude Surveys	6 Administer Elementary Reading Attitude Surveys	7 WEEKEND
	Parent Interviews Continue				Check Logs	
8 WEEKEND	9 Complete Elementary Reading Attitude Surveys	10 Complete Elementary Reading Attitude Surveys	11 Complete Elementary Reading Attitude Surveys	12 PARENT/TEACHER CONFERENCES	13 PARENT/TEACHER CONFERENCES	14 WEEKEND
15 HOLIDAY	16 HOLIDAY	17 Check Logs	18 HOLIDAY	19 HOLIDAY	20 HOLIDAY	21 WEEKEND
22 WEEKEND	23 HOLIDAY	24 HOLIDAY	25 Early Release	26 HOLIDAY	27 Check Logs	28 WEEKEND
<div>Days Out of School</div> <div>Data Collected</div>						
February Holidays Groundhog Day - 2 Valentines Day - 14 President's Day - 16						

MARCH 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
WEEKEND					Check Logs	WEEKEND
8	9	10	11	12	13	14
WEEKEND					Check Logs	WEEKEND
15	16	17	18	19	20	21
SPRING BREAK						
22	23	24	25	26	27	28
NO SCHOOL		Student Interviews 2 Begin/Collect Logs				
29	30	31				
Student Interviews 2 Begin/Collect Logs			Student Focus Group Interview			
March Holidays Daylight Savings Time Begins - 8 St. Patrick's Day - 17						
			Days Out of School			
			Data Collected			

Appendix L

Participant Log Form

Participants	Participant LOG
Johnnie Santos- Primary Investigator Participant Log: _____ Grade _____ TEACHER _____ SPECIALS TIME: _____	
Data Collection	
<input type="checkbox"/>	Signed Adult/Guardian Consent
<input type="checkbox"/>	Parent YouTube Video/Interviews
<input type="checkbox"/>	Interview 1
<input type="checkbox"/>	Interview 2
<input type="checkbox"/>	Parent <i>Motivation to Read Profile</i>
<input type="checkbox"/>	Student <i>Motivation to Read Profile</i>
<input type="checkbox"/>	Student <i>Elementary Reading Attitude Survey</i>
<input type="checkbox"/>	Pleasure Reading Log
<input type="checkbox"/>	Student Focus Group after Literacy Materials Distributed after Spring Break
Data Analysis	
<input type="checkbox"/>	Transcribe Interview 1
<input type="checkbox"/>	Transcribe Interview 2
<input type="checkbox"/>	Transcribe Parent Interview
<input type="checkbox"/>	Calculate <i>Parent Motivation to Read Inventory</i>
<input type="checkbox"/>	Calculate <i>Student Motivation to Read Inventory</i>
<input type="checkbox"/>	Calculate <i>Student Elementary Reading Attitude Survey</i>
<input type="checkbox"/>	Transcribe Focus Group
Deadlines	
<input type="checkbox"/>	December 31 YouTube Video on Family Literacy
<input type="checkbox"/>	Jan.-Feb. Parent/Student Interviews:Distribute Student Reading LOGS
<input type="checkbox"/>	Feb. Student MRP/Reading Attitude Survey
<input type="checkbox"/>	Week of March 23rd: Interview 2:Gather Reading Logs:Distribute Literacy Materials Bin
<input type="checkbox"/>	March 27th: Student Focus Group

Appendix M

Themes, Meanings, and Example Statements Derived from the Student Data

Theme	Meaning	Examples
Out-of-school reading as a self-motivated practice	Student and parent understanding of what it means to choose to read and write for enjoyment out of their own will.	Salma: <i>"She (mom) tells me to read but I'm already reading".</i> Marta: <i>"I think reading is fun and is a good thing to do at home. I don't wait for my mom to tell me to do it (read)."</i>
Pleasure reading adds to one's knowledge base	Student and parent understanding of what reading well means for their future success.	Abbey: <i>"I want to be a nurse. Reading might help me because I will know what to do and learn to help people". "It (reading) will make me smarter and help me be a nurse when I grown up."</i> Diana: <i>"When I grow up, I'm gonna read to my kids because it will make them smarter and they can go to college."</i>
Other out-of-school activities distract from pleasure reading	Student and parent understanding that other activities vie for their time which may or may not have future implications for success but contribute to their sense of enjoyment.	Juan: <i>"Nah, Mostly have basketball practice and then do my homework. I play my video games but I'm tired after practice."</i> Salma: <i>"...it's too noisy to read at my house. My brother comes in my room."</i>
Students desire more social interaction about texts they read for pleasure	Student and parent understanding that people develop and progress during social interaction	Sara: <i>"Raven is my friend at home. I go to her house. I never see books at her house. She's probably not a reader. I never talk to her about books. I wish she did."</i> Diana: <i>"I slept over their house (girls in the neighborhood) and they have books. Cailyn has the least books. I wanted to read."</i>
Students have experienced some emotional response to texts	Student and parent describe a personal response or connection with texts they read.	Sara: <i>"I've been angry at a book. One time in the book, a dog got hit by a car". When I read, "Diary of a Wimpy Kid", I started laughing out loud."</i> Juan: <i>"Some books are funny."</i> Hilda: <i>"It's about a little girl that...she was very ill. I wanted to cry."</i>

Appendix N

Themes, Meanings, and Example Statements Derived from Parent Data

Theme	Meaning	Examples
Reading leads to success in school and better opportunities in the future, but inconsistently communicated to their child	Student and parent understanding of the benefits of reading in academic achievement	Hilda's Mother: <i>"Oh yes, I tell her that reading is going to help (her) her whole life. I need to tell her more."</i> Sara's Mother: <i>"I talk about what I read. I talk about my chapter I am studying. I tell her that I'm reading about human sexuality and hormones. I really haven't talked to her about her (own) reading recently."</i>
CLD parents want to learn more in terms of ways to encourage their child's reading for pleasure practice	Student and parent understanding of what reading well means for their future success.	Abbey's Mother: <i>"I want to be a nurse. Reading might help me because I will know what to do and learn to help people."</i> Juan's Mother: <i>"I don't know. It's been a couple of weeks. I told him that reading is like an adventure. I told him that reading teaches him words and how smart people talk."</i>
Little exposure to research regarding home literacy	Student and parent understanding that there exists empirical data on the benefits of reading outside of school.	Marta's Mother: <i>"I haven't read about why reading for fun helps kids. I just know that when a child sees a parent read, they will read."</i> Salma's Mother: <i>"I have read some. You got to show them (children) good habits, model it, and don't nag them."</i> Diana's Mother: <i>"Research? No, I have not."</i>

Appendix O

Coding Manual

CODING MANUAL			
	<u>INTERACTION/RESPONSE</u>	<u>CODE</u>	<u>EXAMPLE</u>
1	Has experienced reading outside of school that caused pleasant feeling/emotion (affect)	AF	Sara: “Sometimes they (books) have cliffhangers or a surprise ending”.
2	No experiences with text that caused feeling/emotion	NAF	Juan: “(shakes head) I never cry when I read books! Why?”
3	Pleasure reads	PR	Diana: “I read and write all the time. Sometimes it’s loud at my house and I just watch T.V.”
4	No Pleasure reading	NPR	Juan: “read a little bit but I like math better”
5	Reads and writes texts for pleasure outside of school	RW	Visits public library to pleasure read Reads to someone outside of school outside of school Reads instructions to games, toys, etc.
6	No reading or writing texts for pleasure outside of school	NRW	No visits to public library No reading for pleasure with someone No reading for pleasure with someone outside of school
7	Prefers Pleasure reading than any other home activity	PPR	Sara: At winter break, I was texting, reading books, but I didn’t do any writing. I go to the public library but I didn’t go during the winter break.
8	Prefers home activities pull me away from pleasure reading	PHA	Hilda: “Well, um... If I’m waiting for my mom to come home and the baby is not there, I read my book. Or sometimes if I’m waiting for the food to be ready. I like to read when I’m not playing with my baby sister. So that’s all. I read a lot.”
			Sara:

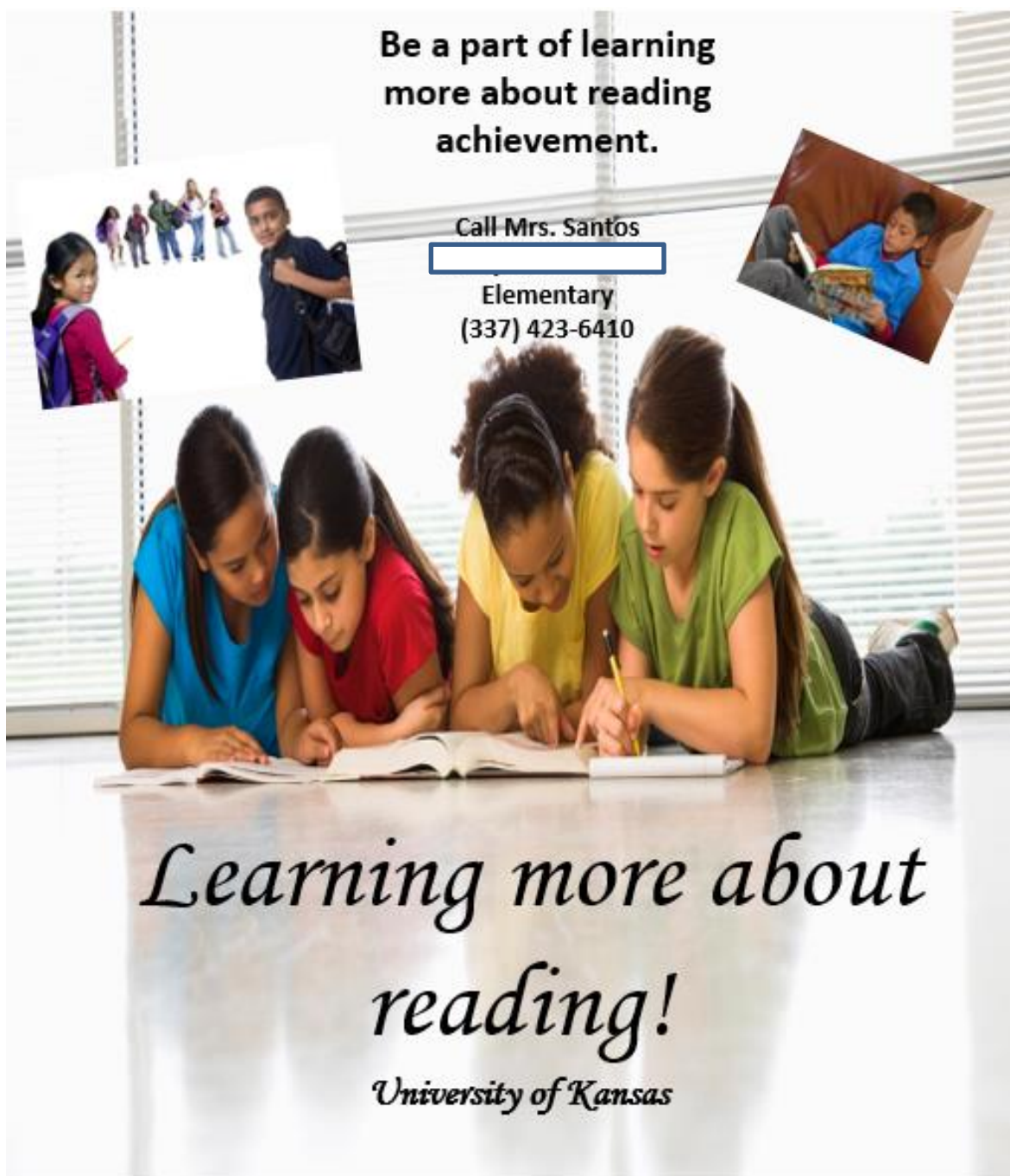
			<p><i>(It's distracting when) People are being loud. At school it's quiet and at home it's loud. Sometimes I just don't feel like it (reading at home).</i></p> <p><i>I have to go to practice for basketball and it is at Kansas City. It's late and I'm tired then I don't read</i></p>
9	PR student responsibility	PRSR	<p>Marta:</p> <p><i>"I'm supposed to read but I watch T.V. I think reading is fun and is a good thing to do at home. I don't wait for my mom to tell me to do it (read)." "I read by myself because my mom is at work. She doesn't tell me to read but she sees me reading."</i></p>
10	PR parent/teachers responsible	PRPR	<p>Sara's Mother:</p> <p><i>"As an educator, I still believe that the parents are their children's first teacher."</i></p> <p><i>I haven't read any research but I heard that it (reading for fun) helps but I haven't seen anything concrete.</i></p>
11	Parents believe school should share info on PR	RePR	<p>Marta's Mother:</p> <p><i>"I haven't read about why reading for fun helps kids. I just know that when a child sees a parent read, they will read."</i></p>
12	Parents believe they should seek out PR research	PR	NONE
13	Students have friends outside of school that read	FPR	Two students
	Students do not have social interactions surrounding books outside of school	NFPR	<p>Sara:</p> <p><i>"My best friends think reading is no fun at all"</i>.</p>
14			<p>Salma:</p> <p><i>"Heaven (is my friend) and I go to her house a lot. She has a lot of chapter books. She's a reader. I go over and she's reading. They have a</i></p>

	Students desire social interactions around books	YPRF	<p><i>downstairs and they have shelves but we don't talk about them."</i></p> <p>Abbey:</p> <p><i>She also shared her desire to have more social interactions around texts she reads for pleasure.</i></p>
16			<p>Sara:</p> <p><i>"Raven is my friend at home. I go to her house. I never see books at her house. She's probably not a reader. I never talk to her about books. I wish she did."</i></p>
	Family members communicate the value of pleasure reading and supports child's reading	VPR	<p>Abbey:</p> <p><i>"Books. That's all they would read to me. My aunt sent me a book in Samoan and I still read that."</i></p>
17			<p>Hilda:</p> <p><i>"Um. Yeah, my dad bought me like a little book reader. It hooks onto a book with a light. You push a button and the light comes out automatically. Well, my dad works for a jail. He's a police officer. So he brings cool stuff that the inmates have".</i></p>
	No parental communication about the value of pleasure reading occurs	NVPR	<p>Diana's Parents:</p> <p><i>"(read to)be better at reading and that college will be easier"</i></p>
18			<p>Abbey:</p> <p><i>"She stated that she does not recall her mother telling her about the benefits of reading outside of school and she does believe her mother does not like to read"</i></p>
	Students believe below level reader	LSE	<p>Abbey:</p> <p><i>"I worry about what others think every day" and "(My) reading about the same (level) as my friends"</i></p>
19			<p>Sara:</p> <p><i>I don't read as well as my friends".</i></p>
	Reading seen as an avenue to social mobility	SM	<p>Juan's Mother:</p> <p><i>"I know if he reads he will learn about a lot of things and will be able to read better".</i></p>
20			<p>Diana:</p> <p><i>"You have to read a lot and study to be a doctor. I want it to not be hard in college so I am reading. I want to</i></p>

			<i>help everybody feel better so I want to be a doctor</i>
21	Reading NOT seen as necessary for social mobility	NSM	NONE
22	Parents believe pleasure reading adds to intelligence	PRCS	Juan's Mother: (<i>Reading teaches</i>) " <i>words and how smart people talk.</i> "
23	Parents want to learn about how to encourage their child to read for pleasure	PLto EPR	Juan's Mother: " <i>I don't know. It's been a couple of weeks. I told him that reading is like an adventure. I told him that reading teaches him words and how smart people talk. I try to get him to enjoy it, but what else can I do?</i> "
24	Parents have read current research about home literacy	PCR	One parent
25	NO parent has not read research about home literacy	NPCR	Marta's Mother: " <i>I haven't read about why reading for fun helps kids. I just know that when a child sees a parent read, they will read.</i> " Diana's Mother: " <i>Research? No, I have not.</i> "

Appendix P

Student Recruitment Flyer



**Be a part of learning
more about reading
achievement.**

Call Mrs. Santos
[Redacted]
Elementary
(337) 423-6410

*Learning more about
reading!*
University of Kansas